DOCUMENT RESUME

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ABSTRACT

This program, included in "Effective Reading Programs...," serves over 900 first through fourth grade children. To accommodate the individual learning styles and rates of learning for these children, a team of teachers has prepared a reading improvement guide consisting of three manuals that identify essential reading skills each child should have by the end of fourth grade. Following each skill, written in the form of behavioral objectives, are specific references to many different instructional strategies that teach and reinforce each skill. The format also includes suggested tests that assess the degree of achievement of each skill. To further facilitate individualized instruction, teachers employ a variety of classroom management techniques. Typically, at least 40 minutes a day is devoted to reading skills development; many teachers, to reinforce the skills, extend and integrate the emphasis into other subject areas throughout the day. (TO/AIR)

ED106801

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MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

1973

AN APPROACH TO READING I

K - 4

COMPILED BY ....

Lynda Bechdel
Mae De Moske
Lari Dhein

Irm Schoellkopf

WILLIAM R. KIEVIT
Asst. Supt. Curriculum & Instruction

CS 001 851

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MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

1973

ROACH TO READING IMPROVEMENT

K - 4

Nancy Hulme
Rita Johnson
Diane Wagner

Irm Schoellkopf

ARTHUR G. MARTIN
Superintendent of Schools

The Reading Improvement Guide is designed to be used as a working tool for the teacher. Much emphasis has been placed on an organizational framework which enables the classroom teacher to select and be aware of many materials available in teaching specific skills.

The attempt to organize and assemble skills, materials, and activities was a challenging one. We accept this book as our first step and look forward to continuing with more classroom teacher participation. Please make any notations in your guide that will be helpful toward improving your program.

The comprehension and study skill sections have not been completed. At this time the working guide will be divided into three parts. Our projection is a completed first draft over this next year.

We look forward to your contributions and suggestions. The final version of this guide depends on you.

MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
Moorestown, New Jersey

Reading Improvement Book K-4

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PHONIC ANALYSIS

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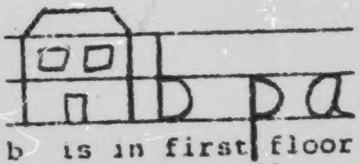
Alphabet

LEVEL K-1 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
1001	Reproducing visual form of letters by writing them and knowing and saying each letter name		Given a model of the first x capital letters of the alphabet, the student will trace them and say their name as he traces each		
1002			Given a model of the first x capital letters of the alphabet, the student will copy them and say their name as he copies each		
1003			When told, the student will be able to write the first x capital letters of the alphabet and give their name without a model		I e St B M t

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.P. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
model of the first pital letters of the et, the student will them and say their he traces each						Readiness for Learning Lippincott Modern Curriculum Press B,C 2,3 SRA Alphabet Book Basic Reading Series pp. 7,13, 17,19,24, 28,29		
model of the first pital letters of the et, the student will hem and say their he copies each						Modern Curriculum Press B,C 2,3 Readiness for Learning (Lipp) Handwriting Manuals - Palmer		
el:i, the student will be write the first x letters of the alpha- give their name with- model		Level 1 Story Book Masters				New Phonics Skilltext - Merrill B,C,D		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL		MANIPULABLES	
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT		
		Teacher-made transparency	Talking Page Level A	Blackboard presentation Student traces with finger Kinesthetic Alphabet Cards (Inst.) Flannel Board letters Beaded letters (Touch Inc.) Sandpaper	Rol (Co
				Three dimensional letters Printers box with movable Alphabet O.C.)	Alp Cap Cap (In
Teacher-made tape and ditto Patterns, Sounds and Meaning - Syllables + Words (AB) pp. 44,45				Blackboard presentation and drill	

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
PMENT	MANIPULABLES	GAMES/CARDS		
ing e el A	Blackboard presentation Student traces with finger Kinesthetic Alphabet Cards (Inst.) Flannel Board letters Beaded letters (Touch Inc.) Sandpaper	Rolling Phonics (Consonants) (SF)	In writing letters, students should be supplied with line primary type paper A technique desirable for teaching accurate sequence: allowing child to hum alphabet song Student practice at blackboard recommended Clues for children to write in proper line:  b is in first floor and second floor of house p is in first floor and basement etc.	
	Three dimensional letters Printers box with movable Alphabet O.C.)	Alphabet Cards - Capitals - (Inst.) Capitals - Flannel (Instructo)		
	Blackboard presentation and drill			

Alphabet

LEVEL K-1 and ungraded

CONCEPT NUMBER	**SKILL SEQUENCE**	**PRE & POST TEST**	**BEHAVIORAL OBJECTIVES**	**TEA**	
				O.H.	**S.**
1004	Reproducing visual form of letters by writing them and knowing and saying each letter by name		When told the student will be able to write all capital letters of the alphabet in sequence and give their name from memory		
1005			Given a model of the first _x_ letters of the alphabet, the student will trace them and say their name as he copies each		
1006			When asked, the student will be able to copy the first _x_ letters of the alphabet and say their name without a model		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
ld the student will be write all capital of the alphabet in e and give their name nory						SRA Alphabet Book - Basic Reading Series pp. 9,14,5,21, 22,29,30		
model of the first ters of the alphabet, dent will trace them their name as he eac.						Modern Curriculum Press, Level 1,2, 3,B,C, SRA Alphabet Book Basic Reading Series pp. 33,39 43,49,54, 62,70,78, 87 Readiness for Learning (Lipp)		
ked, the student will to copy the first x of the alphabet and ir name without a						New Phonics Skilltext - Merrill B,C,D		

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
Same as Concept 1003					Blackboard presentation and drill	
Teacher-made tape and ditto - tudent responds to tape			Teacher-made transparency	Talking Page Level A	Kinesthetic Alphabet Cards Blackboard Modeling clay Sand paper Blackboard drill Flannel lower-case (Instructo) Student trace at blackboard with finger Three dimensional letters Beaded letters (Touch)	Kines Alpha (Ins
						Alpha lower (Ins

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	Blackboard presentation and drill		Same suggestions as for Concept Numbers 1001 - 1003	Legend: (AB)-Ally Bacon T - Teach Ed.
A	Kinesthetic Alphabet Cards Blackboard Modeling clay Sand paper Blackboard drill Flannel lower-case (Instructo) Student trace at blackboard with finger Three dimensional letters Beaded letters (Touch)	Kinesthetic Alphabet cards (Instructo)	Use Weekly Reader: Surprise to teach Alphabet skills	
		Alphabet Cards - lower case (Instructo)		

Alphabet

LEVEL K-1 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
1007	Reproducing visual form of letters by writing them and knowing and saying each letter name		Given a model of the first x letters of the alphabet, the student will be able to write them and say their name without a model		
1008			When told, the student will be able to write all lower case letters in sequence and give their name from memory		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
model of the first etters of the alphabet, dent will be able to hem and say their name a model						Modern Curriculum Press Level 1,2,3 B,C Handwriting Manuals (Palmer) Readiness for Learning (Lipp) New Phonics Skilltext Merrill B,C,D		
ld, the student will be write all lower case in sequence and give ame from memory			Level 3 T 153			SRA Alphabet Book-Basic Reading Series pp.34,36, 45,46,64, 88,89,92		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	
				Same as Concept Numbers 1005 and 1006	Alp Ca Alp Ca
Patterns, Sounds and Meaning - Syllables & Sounds (A,B) pp.44,45					

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
IPMENT	MANIPULABLES	GAMES/CARDS		
	Same as Concept Numbers 1005 and 1006	Alphabet Poster Cards Alphabet Flash Cards (Kenworthy)	Same suggestions as for Concept Numbers 1001 - 1006	

Alphabet

LEVEL K-1 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.
1009	Letter Forms & Shapes Visual-Discrimination Given several visably different letters, student will be able to identify those that are exactly alike		Given x identical upper case letters and one clearly different, the student will identify the different letter ex: A B A A A ex: AB AA		
1010			Given x identical lower case letters and one clearly different, the student will identify the different letter as directed. ex: a b a a		
1011			Visual discrimination of lower or upper case letters: Given a stimulus and several choices, student indicates which of the choices is an exact match to the stimulus letter provided		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
identical upper case and one clearly t, the student will the different letter B A A A B AA						Phonics We Use Book A p. 20	Continental Press - Seeing Likenesses & Differences Level 1 pp. 13,14,15,16	
identical lower case and one clearly t, the student will the different letter ted. b a a						Phonics We Use Book A pp.22,23	Continental Press Fun in Wordland Gd.1 pp. 2,3,4,6	
iscrimination of lower case letters: stimulus and several student indicates the choices is an tch to the stimulus rovided						Phonics We Use Book A pp. 21,22 Readiness for Learning (Lipp) pp. 50-58	SRA Alphabet Book, Basic Reading Series pp. 37,47, 55,57,71,72, 79,80,81,90 Continental Press - Seeing Likenesses & Differences Level 1 pp. 17 and 18	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
[illegible] WORKSHEETS	RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	G
Talking Pages PreReading Book 9					
			System 80 Kits A &B See Concept Number 1016 to 1019		

	KINESTHETIC			
MENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Give variety in practice by: (1) asking students to assemble matching letters on specified peg under appropriate letter (2) sorting matching letters into pocket file	
			Student will identify the different letter by: (1) crossing out the different one (2) by sorting all like letters in one pile (3) writing the different letters (4) naming the letter that is different	
em 80 A &B Con- Num- 016 019				

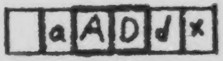
Alphabet

LEVEL K-1 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.F
1012	Visual Association of Letter Forms and Shapes - matching upper and lower case letters		Child will color every puzzle piece with one of the letters having a specific color code		
1013			Given visually x upper case and x lower case letters, the student matches them as directed ex: Match C B a A b C		
1014			Given a letter visually, the student selects from x choices the matching upper or lower case letter as directed ex: Match: B a c b		
1015			Student indicates the pairs of upper and lower case letters that do not match		

IORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
l color every puzzle h one of the letters specific color code							SRA Alphabet Dittoes pp. 4,13,22,31 40,49,60	
ually x upper case ower case letters, nt matches them as C B tch a A b C							SRA Alphabet pp.6,16,25, 34,43,52,59 Teacher-made dittoes	
etter visually, the elects from x he matching upper or e letter as directed tch: B a c b							SRA Alphabet pp.2,11,20,29 38,47,61,62, 67,74,75,63, 84	
ndicates the pairs and lower case hat do not match							SRA Alphabet pp.7,16,25, 34,43,52,59	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
APES/ BOOK WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	
				Flannel letters both upper and lower case Matching - use Pegboard letters	Bla cis Tea Alp ☐
Talking Pages PreReading Book 9		Teacher-made transparencies	System 80 Kit A & B for specific letters see Concept Numbers 1016-1019	Letter form Board	Bla

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
IPMENT	MANIPULABLES	GAMES/CARDS		
			Student matches letters: (1) by drawing lines between pairs (2) crossing out those that do not fit (3) circling or underlining matches (4) sorting in piles by identical letters (both upper and lower case) (5) child can be asked to look for hidden letters to identify consonants visually SRA Alphabet pp. 5,14, 23,32,41,50	
	Flannel letters both upper and lower case Matching - use Pegboard letters	Blackboard exercises Teacher-made Alphabet Domino 		
tem 80 A & B spec- c let- s see cept bers 6-1019	Letter form Board	Blackboard drills		

Alphabet

LEVEL K-1 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
1016	Completing the sequence in the alphabet when presented visually		Child will follow letter sequence by completing picture puzzles by drawing a line from the dot beside the A to the dot beside B, etc.		
1017			When presented with the written form of the alphabet, with some letters missing, the child is able to tell orally which letters are missing		
1018			Presented with several letters in sequence with several missing, the child will be able to write the missing letter or follow other specific directions to complete the sequence		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.P. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
ill follow letter se- by completing picture by drawing a line e dot beside the A to beside B, etc.						SRA Alphabet Book-Basic Reading Series pp. 6,12,18, 27,32,42, 53,61,69, 77,86,96	SRA Alphabet pp. 3,12,21, 30,39,48,57 58	
esented with the form of the alphabet, ne letters missing, ld is able to tell which letters are						Modern Curr.Press 2,3,B,C Readiness for Learning (Lipp) New Phonics Skilltext-Merrill C SRA Alphabet Book Basic Reading Series pp. 25, 40, 51,68,76, 94		
d with several letters nce with several mis- e child will be able the missing letter or ther specific direc- complete the sequence						Readiness for Learning (Lipp) pp.45,46, 47,48,49	Continental Press-Phonics and Word Analysis 2-#6,7 Teacher-made dittoes SRA Alphabet pp.1,10,19,28 37,46,55,56	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
Teacher-made tape and ditto Patterns, Sounds and Meaning - Syllables & Words (A.B) pp. 44-52				Chalkboard Magnetic board	Alphab (Teach ted)
				Magnetic board letters Pegboard letters Pocket chart Flannel board	

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	Chalkboard Magnetic board	Alphabet Domino (Teacher constructed)	1. Student can write letters missing in a sequence 2. Student can manipulate letters and place missing letters in proper sequence as on a flannel board, etc.	
	Magnetic board letters Pegboard letters Pocket chart Flannel board			

Alphabet

LEVEL K-1 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.
1010	Completing the sequence in the alphabet when presented visually		Student will indicate the letters that do not fit the sequence as directed		
1020	Discriminating visual letter form based on auditory stimulus	System 80 Elephant Kit A: 8 P/PA+B Test lesson	After hearing a letter name, student selects the letter from x choices of capital letters		
1021			After hearing a letter name, student selects the letter from x choices of lower case letters		
1022			After hearing a letter name, student selects the letter from x choices		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
vill indicate the that do not fit the as directed							Continental Press-Seeing Likenesses & Differences Level 1 pp.19,20,22 24 8,17,26,35,44 53	
aring a letter name, selects the letter choices of capital						Houghton Mifflin G,R,T,R p.3		
aring a letter name, selects the letter choices of lower ers						Houghton Mifflin G,R,T,R p.4		
aring a letter name, selects the letter choices						Houghton Mifflin G,R,T,R p.6		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL		MANIPULABLES	GA
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT		
			System 80 Elephant Kits: A-1 abAB A-2 cdCD A-3 efEF A-4 review 1,2,3 A-5 ghGH A-6 ij IJ A-7 kKlL A-8 review 5,6,7 B-1 mn MN B-2 op OP B-3 qr QR B-4 review 1,2,3 B-5 st ST B-6 uv UV B-7 wx WX B-8 yz YZ B-9 review 5,6,7,8	Pegboard letters Magnetic letters	
Talking Pages PreReading Book 9				Pegboard letters Magnetic letters	
				Pegboard letters Magnetic letters	

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			SRA-Alphabet Spirit Master pp.9,18,27,36, 45,54 Student can cut letters from a ditto master and place them into correct sequence	
80 ant bAB dCD fEF e- 1,2,3 hGH j IJ	Pegboard letters Magnetic letters		Workbook pages can be used as a basis for teacher presentation	
KlL e- 5,6,7 n MN	Pegboard letters Magnetic letters			
p OP r QR e- 1,2,3 t ST v UV x WX z YZ e- 5,6,	Pegboard letters Magnetic letters			

Alphabet

LEVEL K-1 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
1023	Discriminating visual letter form based on auditory stimulus		After hearing the name of a letter, the student writes the letter in lower case		
1024			After hearing the name of a letter, the student writes the capital letter		
1025	Identifying letters orally by naming them		Shown any capital letter at random, the student identifies it by name		
1026			Shown any lower case letter at random, the student identifies it by name		
1027			Given several letters, either upper or lower case, the student orally identifies each letter		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
earing the name of a the student writes the in lower case								
earing the name of a the student writes ital letter								
ny capital letter at the student identifies ame						Houghton Mifflin Getting Ready to Read p.3 SRA Alphabet Book Basic Reading Series pp. 10,16, 23,31,8,20		
ny lower case letter at the student identifies ame						Houghton Mifflin Getting Ready to Read p.4		
everal letters, either lower case, the orally identifies each						Houghton Mifflin Getting Ready to Read, p.6		

MULTI - MEDIA				KINESTHETIC	
AUDIC		VISUAL			
ES/ ORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
Teacher-made tape			EFI machine Teacher - made cards	Student can write letter in sand, on sandpaper, etc.	
Teacher-made tape			EFI machine Teacher made cards		
	A is for Alphabet (SF) Talking Storybook Box		Extended practice in letter naming: EFI Machine Language Master		Alpha Capi Capit (Ins Alpha (Tre Alpha (O.C Link- Alpha (MB) Match
Talking Pages PreReading Book 9					

	KINESTHETIC			
MENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ne er - cards	Student can write letter in sand, on sandpaper, etc.		Encourage students to use blackboards extensively Student must have properly lined paper	
ach- er cards				
ded ice tter g: ne age r		Alphabet Cards - Capitals (Inst.) Capitals - Flannel (Instructo) Alphabet Bingo (Trend Ent.) Alphabet puzzles (O.C.) Link-Letters (MB) Alphabet Pictures (MB) Match + Check (SF)	1. Letters for identification can be presented on blackboard 2. Child can circle letter that is called out by teacher or given on teacher-made tape	
			1. Tick tack toe: teacher points to letter, child responds by naming the letter - correctly D E ~~A~~ C B F G H I named letter is crossed out	
			Other activities in: SRA-Alphabet Book Basic Reading Series pp. [illegible]-104	

Alphabet

LEVELK-1 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.
1023	Identifying letters orally by naming them		Student will identify groups of letters that are identical to stimulus groups		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
will identify groups ers that are identical lus groups							Continental Press Seeing Likenesses and Differences Level 1 pp. 20,21,22, 23,24 Level 2 pp. 5,6,14-21 23,24	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
APES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
					Same Conc 1025

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ENT	MANIPULABLES	GAMES/CARDS		
		Same as in Concept Numbers 1025 - 1027	Same Suggestions as in Concept Numbers 1025 - 1027	Legend: EFI - Ele tronic Futures, SRA - Sc Researc Associat

Sight Vocabulary

LEVEL K-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.
1501	Sight Words Auditory readiness listening experiences to develop readiness for sight words		Child will show interest in books and words upon having the opportunity to hear vocabulary in oral context prior to learning to read such words		
1502			Child will have opportunity to hear sight words in specific context in which they will later be found in reading experience ex: run "Mike can run."	Basal t in	

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
ill show interest in nd words upon having ortunity to hear ary in oral context o learning to read rds								
ill have opportunity sight words in c context in which they ter be found in reading ce n "Mike can run."	Basal texts vocabulary introductions							

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
Listening Skills Program 1, 1a b, c SRA A Book Bag - Children's Press Sights and Sounds - Random House Scholastic Book Records Pacer Tapes & Workbooks (Economy Co.) Garrard Tapes & Filmstrips Worksheets Teacher-made tapes and storybooks EPC tapes - level 3		Filmstrips and tapes cataloged in Multi-Media Handbook			
			EFI and Language Master Cards	Bulletin board labeled pictures S.F.S. Magneboard Basal Reader Charts	Teache

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ENT	MANIPULABLES	GAMES/CARDS		
			To place words in oral experiences of children: a. child will listen to stories, nursery rhymes, poems, etc. b. child will see and listen to description in demonstrations c. child will watch concept films and film strips d. child will look at pictures in "talking books" e. child will hear and see vocabulary used in experience context with aid of picture clues, labels, etc.	
d ge	Bulletin board labeled pictures S.F.S. Magneboard Basal Reader Charts	Teacher-made cards	f. child will listen to sight words used in specific context of short sentences	Legend: E.F.I. - E tronic Fu tures, In S.F.S. - Sc Foresman System E.P.C. - Ed tional Pr gress Cor

Sight Vocabulary

LEVEL K-1 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.F
1503 u	Using sight words in speaking experiences		Student when asked, can repeat verbatim simple sentences containing sight words		
1504 u	Making oral sight vocabulary meaningful by using definition clues		Student when asked, can supply orally the missing word when given a sentence clue or picture clue defining the word		
1505	043 Matching students name with printed form		Student can match his own name with its printed form		
1506	Matching sight words with concrete objects		After practice, student is able to match labels with objects in his environment		
1507 u	Experience stories as basis for sight vocabulary		After discussing actions in a magazine, basal, kit, film or that action having taken place on a record, student shall be able to dictate a story using words that will be sight vocabulary later		

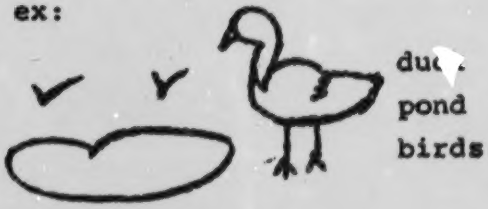
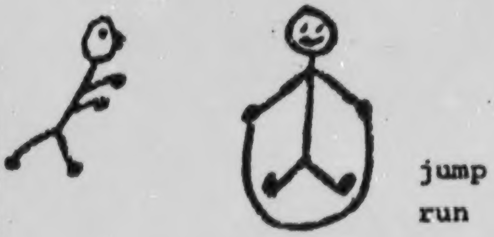
VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	ITS/ OTHER
when asked, can repeat simple sentences con- sight words								
when asked, can supply he missing word when sentence clue or clue defining the word						Ready to Roll (OH) pp.12,28, 29,36,37		
can match his own its printed form								
actice, student is able labels with objects nvironment								
scussing actions in a basal, kit, film or ion having taken place ord, student shall be dictate a story using t will be sight y later								

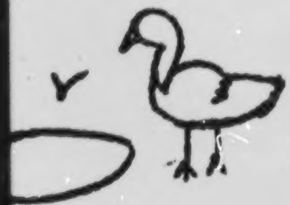
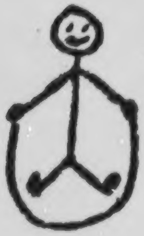
MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
SRA Listening Tapes - Primary 1,2				EFI Machine with teacher-made cards		
				Talking Pages Reading-A, B,C Comprehension 1-17		

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ith - rds				
-A, en- -17			Teacher-made riddles	
			Name-tags, Blackboard, papers, etc.	
			Labeling desks, chairs, shelves, etc.	
			Student can dictate story: 1. to an older student 2. to a teacher's aid or volunteer 3. to the teacher 4. into a tape recorder	Legend: O.H.-Open Highways (Scott,Foresm SRA - Science Research Ass. E.F.I. - Electronic Futures, Inc.

Sight Vocabulary

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
1508	Using pictures in matching words of specific objects		Student is able to make visual association by repeating words visually presented based on objects and things the student saw in a picture ex:  		
1509	Using pictures in matching words representing specific diction		Student is able to make visual association by repeating action words visually presented based on a picture or event ex:  		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
is able to make visual ion by repeating words presented based on and things the student picture 						Basal texts and Pre Reading Picture interpretation Ready to Roll (O.H.) p.1, p.39, 16,p.39, 48,49 Houghton Mifflin		
is able to make visual ion by repeating ords visually pre- ased on a picture or 						Scott Foresman System (71) pupil books		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
			Systems 80 Rooster Kits A,B,C suggested for first grade Kits D,E,F suggested for 2nd grade Kits G,H,I suggested for 3rd grade Kits J,K suggested for 4th grade Talking Pages Comprehension 1-17		Word Op

	KINESTHETIC			
MENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHE INPUT
ms 80 ter A,B,C ested first e D,E,F ested 2nd e G,H,I ested 3rd e J,K ested 4th e ing s ehen- 1-17		Word Matching Game Open Court	Student will make visual association between written and dictated words by matching "thing" with label or written word	
			1. Student repeats orally the word upon being shown visual form on blackboard, flannel board or flashcard 2. Student matches word form with picture of action 3. Student sorts pictures of specific action with word ex: pictures of various things that "run"	Legend: O.H.-Ope Highway (Scott, Foresma

Sight Vocabulary

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.
1510	Using Pictures in matching words that are descriptive		Student is able to match descriptive words to pictures or oral presentation, based on color, number, size and on adverbial concepts, the actual word		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
is able to match tive words to pictures presentation, based on number, size and on al concepts, the word						S.F. Think and Do (Pre-primer & jr. primer) Houghton Mifflin Dinosaurs ex. p.50 Ready to Roll (O.H) p.2, p.4 p.5,6 p.38		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
			Talking Pages Pre-reading	Flannel board Cut-outs Parquetry Blocks Magneboard (S.F.) Levels 2,3,4	Picture Beginn Bradley What Be Guess W (Child

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
g g	Flannel board Cut-outs Parquetry Blocks Magneboard (S.F.) Levels 2,3,4	Picture Words for Beginners (Milton-Bradley) What Belongs Where Guess Whose Tail (Child's World)	Student can match teach written word by sorting colors with word of specific color by matching number with word by matching size with word ex: small, little big by matching adverbial words with picture of action ex: slow turtle fast runner	Legend: O.H.-Open Highways (Scott Foresman) S.F. - Scott Foresman

Sight Vocabulary

LEVEL K-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.
1511	Making new sight words part of oral vocabulary		Student will be able to practice sight vocabulary orally by taking part in choral speaking activities		
1512	Making sight vocabulary meaningful through art media		Student is able to practice and attach meaning to specific sight vocabulary and can express such meaning through art media and dramatization		
1513	Visual Discrimination Configuration an aid to sight word analysis		When asked, student can prove awareness of configuration clues by outlining grossly different sight words ex: go little		

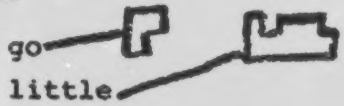
AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
will be able to e sight vocabulary by taking part in speaking activities								
is able to practice ach meaning to specific ocabulary and can such meaning through ia and dramatization								Story-book Pl Harcourt Brace
ked, student can wareness of config- clues by outlining different sight go little						Scott-Foresman Reading Readiness Manual Modern Curriculum Press Books 1, A MacMillan Getting Ready to Read		SRA Lab Ia Blue Brown

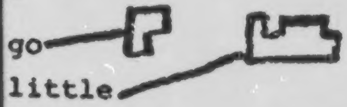
MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
T[illegible] [illegible]		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
					Puppets Peabody Language Kit On Stage, Wally, Bertha, and You (Educational Sys.)	

	KINESTHETIC			
MENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			1. Teacher-made 2. Nursery Rhymes 3. Short sentences based on vocabulary later to be taught-emphasis: to facilitate memory recall of sight vocabulary 4. Use experience chart	
	Puppets Peabody Language Kit On Stage, Wally, Bertha, and You (Educational Sys.)			Harcourt, Brace - Harcourt, Brace & Jovanovich
			Utilize Sight Vocabulary of Basic Readers	

Sight Vocabulary

LEVEL K-4 and ungraded

CONCEPT NUMBER	SKILL AREAS	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
1514	Visual Discrimination Configuration an aid to sight word analysis		Given two configurations, student can distinguish one configuration from another by matching words with boxed outlines ex: 		
1515			Given a group of words, the child must discriminate between words that are grossly different in configuration by blocking or outlining them using ghost writing only		
1516			Given several words, student can match one to labeled object or picture		
1517u			Student can identify words using configuration clues by matching labels with concrete objects ex: train		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
two configurations, t can distinguish one uration from another ching words with boxed s 						MacMillan Getting Ready to Read		SRA Lab I Blue Brown
group of words, the ust discriminate be- ords that are grossly nt in configuration by g or outlining them host writing only								
everal words, student ch one to labeled or picture						Phonics We Use (Lyons, Carnahan) A		
can identify words onfiguration clues by labels with concrete train								

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
			Talking Pages	Clay, sandbox, blackboard, magic slate	
					Pictu Begin Bradl Teach Dolch Ideal

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MENT	MANIPULABLES	GAMES/CARDS		
ng	Clay, sandbox, blackboard, magic slate		Newly introduced sight words on Preprimer level	
		Picture-Words for Beginners (Milton Bradley) Teacher-made cards Dolch Picture Cards Ideal Picture Cards		

Sight Vocabulary

LEVEL K-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
1518 u	Visual Discrimination Configuration an aid to sight word analysis		045-046 Given several words, student can match one with picture		
1519 u		I.R.I. Flash	Student can prove that configuration clues help him by pronouncing words that he has learned to identify with aid of configuration clues		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
045-046 everal words, student ch one with picture						Modern Curriculum Press, A,1 Eye & Ear Fun Book 3 Reader's Digest Pad #1		
can prove that con- ion clues help him by cing words that he has to identify with aid iguration clues							Dolch List Word Lists from Basal Readers	

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
Student reads numbered words into blank tape				EFI Machine and cards		

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
rds			Teacher tests child individually	Legend: EFI - Educational Futures, Inc. machine

Sight Vocabulary

LEVEL K-4 ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T	
				O.H.	S
1520	Visual Discrimination Directionality aid to sight word development		When presented with the visual form of a word and three other words, only one being exactly alike, the student is able to pick that word which presents letters in exact order left to right		
1521 u			When given visual form of a word and its pronunciation, student notes left to right letter sequence by tracing each letter and pronouncing the word		
1522 u			When given a model, student copies word from left to right and pronounces word		
1523 u			Student will write word correctly from memory and pronounce it after seeing the model for only a short time		

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
presented with the visual of a word and three other , only one being exactly , the student is able ck that word which pre- letters in exact order to right						Modern Curriculum Press 1,A Scott-Foresman Think and Do Preprimer		
given visual form of a and its pronunciation, nt notes left to right sequence by tracing letter and pronouncing ord						Time for Phonics A MacMillan Finding Out Worlds of Wonder Lands of Pleasure		
given a model, student es word from left to t and pronounces word						OpenCourt Learning to Read and Write (Blue)		
ent will write word cor- ly from memory and pro- e it after seeing the for only a short time						Gates - Peardon Intro. and Prep		

MULTI - MEDIA					KINESTHETIC	
[illegible]O			VISUAL			
[illegible] WORKSHEETS		[illegible]	FILMS, L[illegible] FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
					Clay, sandbox, blackboard	
					Clay, sandbox blackboard	
				Teacher-directed EFI		
				Talking Page Comprehension		

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	Clay, sandbox, blackboard			
	Clay, sandbox blackboard			
			Teacher-made cards to be traced, copied, etc. Use basal spellers	Legend:
n-				EFI - Educational Futures, Inc. Machine

Sight Vocabulary

LEVEL 1-4 and ungraded

[illegible] NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S.
1524	Identifying and using gross letter detail in discriminating between words (oo, i, tt)		Student demonstrates his ability to use unusual letter detail, by pointing to it, in helping him discriminate between sight words (look, leaf) (what that) and then pronouncing the words orally		
1525			Student will use letter detail whenever applicable in learning sight words by underlining outstanding details that give memory clues ex: elephant, rabbit Mississippi		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
t demonstrates his y to use unusual letter , by pointing to it, ping him discriminate n sight words (look, (what that) en pronouncing the orally						Early Pre-primer & Primer sight words in basal texts and workbooks		
t will use letter detail er applicable in learn- ght words by underlining nding details that give clues lephant, rabbit Mississippi						Reading in a Nutshell (Colfax-Press)		

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES, WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Blackboard work, using sight vocabulary in Basic Series Teacher emphasizes: 1) shape of words and certain letter details 2) older children with recall problems may be helped using approach	

Sight Vocabulary

LEVEL 1-4 and ungraded

ONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.
1526	Discriminating between fine letter differences within a word as aid to sight vocabulary development (p,q,g)		Given a model of a word and its pronunciation, student traces the model correctly and pronounces the word		
1527			Given a model of a word and its pronunciation, the student copies the word correctly and pronounces the word		
1528			Student chooses the correct sight word from visually similar word and considers specific letter differences when choosing the correct word for a given picture and/or context clue 047 ex: horse, house		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
model of a word and nunciation, student the model correctly pronounces the word					F.P.	MacMillan Readiness & Pre-Primer Texts & Workbooks OpenCourt Learning to Read and Write (Blue book)		
model of a word and nunciation, the copies the word ly and pronounces the						Gates Peardon Intro.Pre Item #8 Word lists		
chooses the correct 047 ord from visually word and considers letter differences oosing the correct r a given picture and/ ext clue : horse, house				Lions 12 Din-o-saurs 12		Eye and Ear Fun - Book 4 Signposts - (H.M.) Rainbows Tigers, Lions, Dinosaurs Making Sounds Work (N.C.) PPWS B pp 1,2,3,5,15 16,24,28,29 38,39,40,43,47,52,53,54,61,66,80		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
		Teacher-adapted transparencies	Talking Pages Levels B,C	Blackboard activities	
			EPI directed activity	Blackboard, magic slate	Word ca on stud

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
NT	MANIPULABLES	GAMES/CARDS		
B,C	Blackboard activities		Teacher-presented words based on child's need	
d E	Blackboard, magic slate	Word cards based on student's needs	Pupil-made dictionaries	

Legend:

F.P. - Foundation Program

EFI - Educational Futures, Inc

Sight vocabulary

LEVEL 1-4 and ungraded

NCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
1529	Discriminating between fine letter differences within a word as aid to sight vocabulary development (p,q,g)	Stanford Achievement Primary I	Given x visually similar words and their pronunciation, the student is able to pronounce each word correctly immediately after teacher presentation ex: cold, could		
1530			Given x visually similar words at random, the student is able to pronounce each		
1531			Given a number of previously learned words, the student is able to read them .		
1532		IRI Flash Vocabulary Test	Given a number of previously learned words, the student is able to read them rapidly		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
_x_ visually similar and their pronunciation, udent is able to pro- each word correctly ately after teacher tation cold, could _x_ visually similar at random, the student e to pronounce each						Eye & Ear Fun, Book 3,4 Conquests in Reading Houghton-Mifflin Tigers, Lions & Dinosaurs Workbook	Basal texts vocabulary tests	
number of previously words, the student to read them							Basic word lists (Master Sheets Dolch)	
number of previously words, the student is read them rapidly								Flash-X Word Wheel (sight words)

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
					Dolch Vocabu Garr
				Dolch Word Game Dolch Word Puzzle 1 and 2	
		Tachistoscope filmstrips "Learning Through Seeing" Tachistoscope Rheem-Califone (sight words)		Flash X word wheels	

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
PMENT	MANIPULABLES	GAMES/CARDS		
		Dolch list Vocabulary Cards Garrard		
	Dolch Word Game Dolch Word Puzzle 1 and 2			
	Flash X word wheels			Legend: IRI - Individual Reading Inventory

Sight Vocabulary

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
1533	Use of context to figure out sight word		Given a picture clue, student figures out the sight word		
			Given a sentence clue and a new sight word, student uses context to determine sight word		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
picture clue, student out the sight word						BasicTexts and Workbooks,ex: Ready to Roll, p.55 Conquests in Reading ModernCurriculum Press, Bks. 3 &C Phonics We Use, Bk.D Eye & Ear Fun (Bk.4) Tigers, Lions & Dinosaurs Workbook Rainbows Workbook McCormack-Mathers Workbooks		
a sentence clue and a ght word, student uses t to determine sight						Reader's Digest Skill Practice Pad Book 3 New Practice Reader Books	Workbooks: Cornerstone Readers (Field Educational)	SRA Lab Ia Lab II

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES / WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
			Systems 80 Words in Context		
			Talking Pages Comprehension		

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
NT	MANIPULABLES	GAMES/CARDS		
80 n				
en-				Legend: SRA - Science Research Ass.

Sight Vocabulary

LEVEL 1-4 and ungraded

CONCEPT NUMBER	**SKILL SEQUENCE**	**PRE & POST TEST**	**BEHAVIORAL OBJECTIVES**	**TEA**	
				O.H.	**S.**
1534 see also Phonic Skills	Determining specific sight word using phonic clues		Given a word with a known phonogram, the student is able to figure out the word using initial consonant sounds ex: ight l, r, m ex: ought		
1535 see also Phonic Skills	Determining specific sight word using context clues and phonic clues		Given a picture and several phonograms with only the initial letter(s) missing, student determines word		
1536			Given a picture and the initial consonant(s) only, student determines word		
1537			Given a sentence and several phonograms with only the initial letter(s) missing, student determines word		
1538			Given a sentence and the initial consonant(s) only, student reads word		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
word with a known am, the student is figure out the word nitial consonant ight l, r, m ought						Barnell-Loft Working With Sounds A,B,C Reading in a Nutshell (Colfax Press) Reader's Digest Practice Pad 3,4 MacMillan Worlds of Wonder Basal Reading Texts & Workbooks ex:Ready to Roll ex. 10,11	VMI - Basic Word Attack Skills - (1-3) p.6	
picture and several ams with only the letter(s) missing, determines word								
picture and the consonant(s) only, determines word								
sentence and several ams with only the letter(s) missing, determines word								
sentence and the consonant(s) only, reads word								

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
		Riddle-a-Rhyme (Filmstrips) Transparencies VMI-Basic Word Attack Skills (1-3)	Talking Pages Comprehension		
Patterns, Sounds & Meanings (Allyn-Bacon) Books 1,2,3					

	KINESTHETIC			
MENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ing e- on				
				Legend: VMI - Visual Materials, Inc.

Sight Vocabulary

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
1539	Determining specific sight words using context clues and phonic clues		Given a sentence and the initial consonant(s) only, student determines word		
1540	Making sight words meaningful and used fluently		Given a group of sight words, student can match them rapidly with pictures		
1541			Student can pronounce written word and use it in a meaningful sentence		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a sentence and the al consonant(s) only, nt determines word						Barnell-Loft Working With Sounds (A,B,C)		
a group of sight words, nt can match them ly with pictures						Basic Texts & Workbooks ex:Ready to Roll p. 55	Continental Press Masters	
nt can pronounce written and use it in a meaning-entence						Conquests in Reading Modern Curriculum Press, Books 3&C Phonics We Use Book D Eye & Ear Fun (Bk.4) Tigers, Lions & Dinosaurs Workbook Rainbows Workbook McCormack-Mathers Workbooks		

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
						Dolch P
						Basal

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		Dolch Picture Cards	Teacher Presentation of Basal Texts' Vocabularies	
		Basal Spellers		

Sight Vocabulary

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
1542	Knowing sight words at rapid exposure	IRI Dolch List	Given a pre-determined number of Dolch sight words, student can read them at flash		
1543	Knowing sight words at rapid exposure	IRI Vocabulary Lists	Given a sample of ____ level sight words, the student reads them at flash a. - Preprimer b. - Primer c. - 1st level		
			d. - 2-1 level e. - 2-2 level		
			f. - 3-1 level g. - 3-2 level		
			h. - 4th level		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
pre-determined number h sight words, student d them at flash								
a sample of ____ level words, the student them at flash Preprimer Primer 1st level						Basal Texts Sight-Word Evaluations		
2-1 level 2-2 level								
3-1 level 3-2 level								
4th level								

MULTI - MEDIA						KINESTHETIC	
AUDIO			VISUAL				
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT		MANIPULABLES	G
							Dolch Word (Teac made
				Systems 80 Rooster A,B,C	Talking Pages Comprehension 1-17		
				D,E,F			
				G,H,I			
				J,K			

	KINESTHETIC			
PMENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		Dolch Cards Word Bingo - (Teacher-student made)		
Talking Pages Comprehension 1-17				Legend IRI - Individu Reading Inventor

Word Analysis - Phonetic
Initial Consonants 2101-2150

LEVEL K-2

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
2101	Initial Consonant Sound Hearing and mimicking initial consonant sou sounds		Upon hearing record or other presentation, student is able to mimick certain initial consonant sounds		
2102	Seeing objects and orally identifying initial consonant sound		Given a group of objects, only one having a different initial sound, the student is able to select all those objects having the same sound (different sound)		
2103			Based on random selection of objects, the student can imitate the initial sound he hears when he picks up an object		

2150

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
aring record or other ation, student is mimick certain consonant sounds								
group of objects, only ing a different sound, the student is select all those having the same different sound)						S.F. - Fun with the Family H.M. - Workbook for Lions, Tigers & Dinosaurs O.C. - McMillan Finding Out Worlds of Wonder		
n random selection of , the student can the initial sound he hen he picks up an								

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
Singing Sounds (also record) Tape A-N P-Z Listening Time (also record) Album #1,3	✓ ✓	Talking Pages Reading D. Center	Talking Time Series filmstrip (McG H) set 1 set 2	Teacher-made cards Language Master EFI Machine	Dolch Beaded letters Kinesthetic Alphabet Cards-Lower Case Flannel - Instructo Three-dimensional Letters Magnetic Alphabet Board	Consona (I) Consona Cards Phonics Learni Old It
					Assemble objects in bag (teacher-gathered) Flannelboard Cut-outs Magazine Cutouts	
					Assemble objects in a bag Objects around the room Objects child brings	

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
r- ards ge e	Dolch Beaded letters Kinesthetic Alphabet Cards-Lower Case Flannel - Instructo Three-dimensional Letters Magnetic Alphabet Board	Consonant Pictures (I) Consonant Poster Cards (M.B.) Phonics We Use Learning Games Old Itch (L.C.)		
	Assemble objects in bag (teacher-gathered) Flannelboard Cut-outs Magazine Cutouts			
	Assemble objects in a bag Objects around the room Objects child brings		Upon showing student objects, he indicates if he hears the same initial consonant sound at the beginning of each object by saying "yes" or "no"	

Word Analysis - Phonetic
Initial Consonants

LEVEL 1-2 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.F
2104	Seeing pictures and hearing words and selecting specific initial consonant sounds		Upon seeing pictures and hearing words pronounced, student indicates, according to directions given, each time a specific initial consonant sound is heard		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
eing pictures and words pronounced, indicates, according ctions given, each specific initial nt sound is heard						Time for Phonics (A,B) Phonics W Use (A,B) Houghton-Mifflin Tigers, Lions, Dinosaurs Modern Curriculum Press Fun Wherever We Are (Think & Do)		Durrell-Murphy

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	G
Gateway To Good Reading (Book 1)	✓	#1439 thru 1454 S				Teach Pictu
Kievit-Green Tapes	✓					Phoni Learn (L.C.
	✓	Listen & Do - Consonants (EM)		System 80		

	KINESTHETIC			
PMENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHE INPUT
em 80		Teacher-made Picture Cards Phonics We Use Learning Games (L.C.) Spin A Sound	Student will indicate the specific consonant sound 1. by writing an X in a given space 2. by coloring picture of appropriate sound 3. underlining the picture having a specific sound 4. by crossing out picture having inappropriate sound 5. by pasting pictures in appropriate space 6. by repeating sound orally 7. by sorting pictures	

3

Word Analysis - Phonetic

LEVEL 1-2 and ungraded   Initial Consonants

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEACH	
				O.H.	S.F.
2105	Seeing pictures, student selects specific initial consonant sounds		Upon seeing pictures, student indicates, according to directions given, each time a specific initial consonant sound matches		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
ing pictures, student , according to s given, each time c initial consonant ches						Time for Phonics (A,B) Phonics We Use (A,B) Houghton-Mifflin for Tigers Lions & Dinosaurs Modern Curriculum Press Fun Wherever We Are (Think & Do)	Continental Press Phonics Fun-1	Old workbooks magazines etc.

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
			Language Master Set II 41-51, 53-60 EFI Machine teacher-made	Beginning Sounds (M.B.) flannel Rolling Phonics - Consonants (S.F.)	Lyon C. A-1 Sna Kit B-1 Picture Cards - Phonic Cards (Consona (I) - F What th Say (G) Alphabe (M.B.) Magic Conson Speech Phonics Dolch Cards - Embeco Cards - Sound O.C. See and sonant

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ge e r-	Beginning Sounds (M.B.) Flannel Rolling Phonics - Consonants (S.F.)	Lyon C.L. Games Kit A-1 Snail Tail; Kit B-1 Fat Cat Picture-Phonic Cards - K Phonic Picture Cards (MacMillan) Consonant Pictures (I) - Peg What the Letters Say (G) Alphabet Pictures (M.B.) Magic Cards-Initial Consonants - M.B. Speech to Print Phonics Dolch Consonant Cards - G Embeco Phonic Drill Cards - M B. Sound Flash Cards-O.C. See and Say Consonant Games-M.B.	Same Suggested Learning Activities as are Listed Under Concept #2104	Legend: K-Kenworthy I-Ideal G-Garrard D-Dolch M.B.-Milton Bradley

Word Analysis - Phonetic
Initial Consonants

LEVEL 1-2 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.F
2106	Hearing words and selecting specific consonant symbols to match initial consonant sound	K-G tapes	Upon hearing words pronounced, student indicates the letter symbol that matches the following consonant sounds:	See	Obj
		#1	t,n,r		
		#2	m,d,s		
		#3	l,c,p		
		#4	f,v,g		
		#5	h,w,k		
		#6	j,z,y		
		#7	q,b and x		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
aring words pronounced, indicates the letter that matches the ng consonant sounds: t,n,r m,d,s l,c,p f,v,g h,w,k j,z,y q,b and x	See Objectives #2109					Fun Wherever We Are (Think & Do) Time for Phonics (A & B) Phonics We Use (A & B) Houghton-Mifflin Tigers, Lions & Dinosaurs		

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
Kievit-Green Tapes	✓	Talking Pages (PreReading Level A)			Flannelboard Cut-outs Dolch Beaded Letters S. F. Magneboard	Quizmo Conson Lotto Group S Game (Dolch-C Lotto

NT	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	MANIPULABLES	GAMES/CARDS		
	Flannelboard Cutouts Dolch Beaded Letters S. F. Magneboard	Quizmo Consonant Picture Lotto Group Sounding Game (D) Set A Dolch-Consonant Lotto - G	Student will indicate the beginning sound in word pronounced by 1. writing letter symbol into specified space 2. by circling appropriate symbol 3. by covering letter	Legend: G - Garrard D - Dolch K-G - Kievit-Green

Word Analysis - Phonetic
Initial Consonants

LEVEL 1-2 and *ungraded

*high level material s

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.F
2107	Seeing pictures and selecting specific initial consonant symbol See also page 14		Upon seeing pictures, student indicates the letter symbol that matches consonant sounds		
2108			Given a picture and specific beginning consonant symbol, the student indicates whether or not the picture (word) begins with that consonant		

*high level material see page 14 (2107S, 2108S)

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
eing pictures, student es the letter symbol tches consonant sounds						Time for Phonics (A, B) Eye and Ear Fun 1 Modern Curriculum Press	Continental Press	
picture and specific ng consonant symbol, dent indicates whether the picture (word) with that consonant								

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
			Cyclo teacher Language Master EFI Machine teacher-made cards Flannel-board cut-outs		Time fo Dexter Silly S Beginni flannel tures (Consona Cards (Alphabe (M.B.) Phonic Cards (
	Systems 80	S-Basic Pri Phonics Gr.3			Consona Peg (I) L.C. - Games A-

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
r ge r- ards l- ts		Time for Sounds Dexter & Westbrook Silly Sounds(Ideal) Beginning Sounds-flannelboard pictures (M.B.) Consonant Poster Cards (M.B.) Alphabet Pictures (M.B.) Phonic Picture Cards (MacM)	Student indicates initial consonant sound of picture by: 1. writing corresponding letter 2. selecting from choices appropriate symbol 3. orally giving sound and its name	
		Consonant Pictures Peg (I) L.C. - Spelling Games A-1, B-1	Student matches picture and symbol by: 1. crossing out inappropriate consonant 2. circling appropriate consonant 3. sorting picture under appropriate consonant letter	Legend: S- SVE - Singer I-Ideal L.C. - Lyons and Carnahan

Word Analysis - Phonetic
Initial Consonants

*high level material s

LEVEL 1-2 and ungraded*

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES (B.O.)		TEAC	
					O.H.	S.F
2109	Identifying symbols by giving consonant sounds	IRI-WA FV.PA.	When given letter symbols visually, student can give their initial consonant sounds			
	See also page 14	p-14		t	RtR T43	FWF T68
		p-10	#1	n	RtR T43	FWF T43
	For specific objective see B.O.# →	p-12		r	RtR T43	FWF T92
		p-9		m	RtR T43	T44
		p-3	#2	d	RtR T43	FWF T71
		p-13		s	RtR T43	MFF T11
		p-8		l	RtR T43	FWW T16
		p-2	#3	c	RtR T49	FWW T14
		p-11		p	RtR T43	FWF T49
		p-4		f	RtR T43	FWF T4
		2-1	#4	v		
		2-3 2-4		g	RtR T43	FWF T58
		p-6		h	RtR T43	FW T1
		p-15	#5	w	RtR T43	FW T1
		p-35		k		MF T8

*high level material see page 14 (2107S, 2108S)

HAVIORAL OBJECTIVES (B.O.)			TEACHER TEXTS					STUDENT - PRINT MATERIALS		
			O.H.	S.F.	S.F. SYS.	H.M.	C.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
iven letter symbols lly, student can give initial consonant	#1	t	RtR T43	FWFr T68	Level 2	GRtR T 27	L&S T57	S.F. Studybook 2 - p.28	S.F. pp.22,23	
		n	RtR T43	FWFr T43		GRtR T36	L&S T39	" p.42	" 36,37	
		r	RtR T43	FWFr T92		GRtR T58	L&S T51	S.F.Study book p.20	" 16,17	
	#2	m	RtR T43	T44		GRtR T12	L&S T35	" p.32	" 26,27	
		d	RtR T43	FWF T71		GRtR T 8	L&S T 9	" p.40	" 34,35	
		s	RtR T43	MFFr T114		GRtR T22	L&S T53	" p.34	" 28,29	
	#3	l	RtR T43	FWWA T165		GRtR T53	L&S T33	" p.30	" 24,25	
		c	RtR T49	FWWA T146		GRtR T42	L&S T 5	" p.61	" 53	
		p	RtR T43	FWFr T49		GRtR T37	L&S T45	" p.44	" 38,39	
	#4	f	RtR T43	FWFr T49		GRtR T7	L&S T15	S.F.Study book 2p.1	" 12,13	
		v						" p.64	" 56	
		g	RtR T43	FWFr T58		GRtR T13	L&S T17	" p.12	" 8,9,11	
	#5	h	RtR T43	FWF T102		GRtR T52	L&S T21	" p.18	" 14,15	
		w	RtR T43	FWFr T134		GRtR T28	L&S T65	" p.46	" 40,41	
		k		MFFr T85		GRtR T44	L&S T29	" p.60	" 52	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
		#S 2287 S 1044	EFI Machine	S.F. Magneboard	Alphabet (Tread What the Say (S.
		#S 2287 S 1046	Language Master		Show You Then Yo
		#S 2288 S 1045	teacher-made cards		Dolch-Ta (Garrar
		#S 2287 S 1044			
		#S 2285 S 1046			
		#S 2288 S 1044			
		#S 2286 S 1046			
		#S 2289 S 1045			
		#S 2285 S 1046			
		#S 2286 S 1044			
		#S 2288 S 1047			
		#S 2289 S 1045			
		#S 2286 S 1045			
		#S 2288 S 1045			
		#S 2286 S 1047			

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
e -	S.F. Magneboard	Alphabet Bingo (Tread Ent.) What the Letters Say (S.F.) Show You Know and Then You Go (T.R.) Dolch-Take (Garrard)	Student will: 1. orally give consonant sound 2. teacher will reteach using manual suggestions if student is unsuccessful Follow teacher-manual suggestions if student needs more practice	Legend: FWFr-Fun With Our Friends FWF - Fun With Our Families MFFr - More Fun With Our Friends FWWA-Fun Wherever We Are GRtR-Getting Ready to Read L&S-Letters and Sounds RtR-Ready to Roll T.R.-Teaching Resources

Word Analysis - Phonetic

*high level material see page 1

LEVEL 1-2 ungraded*

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES		TEACH	
					O.H.	S.F.
2109 con-tinued	Identifying symbols by giving consonant sounds See also page 14	IRI-WA FV.PA.	continued			
		p-7		j	RtR T43	FWFr T14
		2-1	#6	z		
		2-2		y	RtR T43	HFFr T10
		1-49	#7	q		
		p-1		b	RtR T43	FWF T49
			x - like xylophone	x		

*high level material see page 14 (21073, 21088,)

VIORAL OBJECTIVES		TEACHER TEXTS					STUDENT - PRINT MATERIALS		
		O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
ed									
#6	j	RtR T43	FWFr T14		GRtR T43	L&S T27	S.F.Study book 2 p66	S.F.p.58	
	z						S.F.Study book 2 p65	" p.57	
	y	RtR T43	HFFr T101		GRtR T60	L&S T71	S.F.Study book 2 p47	" p.41	
#7	q								
	b	RtR T43	FWFr T49		GRtR T21	L&S T4	S.F.Study book 2 p.1	" pp.6,7	
xylophone	x								

MULTI - MEDIA				KINESTHETIC	
AUDIC		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
		# S 1046			
		# S 2289 S 1047			
		# S 2289			
		# S 2289 S 1047			
		# S 1044			
		# S 1047			

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT

Word Analysis - Phonetic
LEVEL 1-2 and ungraded Initial Consonants

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEACH	
				O.H.	S.F.
2110	Using a picture clue and a phonogram, the initial consonant must be supplied		Given a picture and the word for the picture with initial consonant missing, student supplies the consonant		
2111	Using picture clues and phonogram clues, the missing word is supplied		Given a picture clue and three or more words, all of which differ only by having different initial consonants, the student selects the word that matches the picture clue		
2112	Using picture clues and initial consonant, missing word is supplied		Given x pictures and a sentence with a missing word with only the initial consonant given, the student will supply the word to complete the sentence		

IORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
icture and the word icture with initial missing, student the consonant						Modern Curriculum Press Mc Millan Workbook Finding Out		SRA la Gold Learning About Words
icture clue and three ords, all of which ly by having differ- al consonants, the elects the word that he picture clue						S.F. Study- book Level 2 McMillan- Lands of Pleasure H.M.-Work book for Tigers, Lions & Dinosaurs		Durrell- Murphy Phonics Lesson 1-26 Aqua SRA-la Gold
pictures and a with a missing word the initial consonant e student will supply to complete the						Barnell- Loft Working With Sound A Units 1-25 B Units 1-3 Phonics We Use B Getting Ready to Read (H.M.)		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
		Riddle-a-Rhyme #1100-1103-S	Cyclo-teacher Durrell-Murphy		Milton You Ca Ideal
EPC Level 1 1A, 1B, 2A 3A, 3B EPC Level 2 1A, 1B, 2A				Flannelboard Cut-outs	
				Flannelboard Cut-outs	

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ENT	MANIPULABLES	GAMES/CARDS		
r l-		Milton Bradley You Can Read Ideal Picture Cards	Student supplies missing initial consonant by: 1. writing the missing letter symbol 2. circling appropriate consonant	Legend: S-Filmstrip
	Flannelboard Cut-outs		The student selects word that matches picture clue by: 1. underlining it 2. writing it 3. circling it	
	Flannelboard Cut-outs		The student will complete the sentence by: 1. indicating which picture represents the word 2. chooses one of three words given	

Word Analysis - Phonetic
Initial Consonants
LEVEL 1-2 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEACH	
				O.H.	S.F.
2113	Substituting initial consonant sounds to make words (rhyming)		Given a familiar phonogram (-at, in, etc.) the student will be able to substitute various initial consonants and read the new word		
2114	Identifying beginning consonants in words presented orally and visually	EPC Diagnostic Test Level 1-3	Upon hearing and seeing a word, the student indicates in the written word its beginning consonant as directed		
2115			Given x words visually and orally, the student indicates the one that begins with a specified initial consonant		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
familiar phonogram , etc.) the student ble to substitute initial consonants the new word						Phonics We Use B & C McMillan Workbook Lands of Pleasure Lippincott Basal Series A&B Open Highways Read and Write		SRA Ia Ic Learn About Words A Aqua ✓ Purple ✓ Brown
ring and seeing a word, nt indicates in the word its beginning as directed						McMillan Basal Series		
words visually and he student indicates hat begins with a initial consonant						S.F.Studybook 2 McMillan Finding Out		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	C
Riddle-a-Rhyme #1101-1103				Rolling Blocks Teacher-made Phonogram Cards Rhyming Pictures-Peg - I Link letters	Pair Milt Can Phon (I) Phon (I) Rhymi Phon Card
EPC-1 1A1, 1A2 1B1,1B2 2A1,2A2 2B1,2B2 3A1,3A2 3B1,3B2				Basal Series Charts	Milt Can
EPC-2 1A1,1A2 1B1,1B2 2A1,2A2				Basal Series Charts	Roll

PMENT	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	MANIPULABLES	GAMES/CARDS		
	Rolling Blocks Teacher-made Phonogram Cards Rhyming Pictures-Peg - I Link letters	Pairs Word Game(MB) Milton Bradley You Can Read Phonic Word Builder (I) Phonic Drill Cards (I) Rhyming Puzzles (I) Phonic Word Drill Cards -ABC	Pri-teacher assemble phonograms using individual letters, then build on cons. substitution	Legend: I-Ideal
	Basal Series Charts	Milton Bradley You Can Read	Blackboard presentation	
	Basal Series Charts	Rolling Blocks	Blackboard presentation	

Word Analysis - Phonetic
Initial Consonants
LEVEL 1-2 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
.116	Selecting words having identical initial consonant sounds as the stimulus word when only the stimulus word is given orally and visually and the choices are given visually only	FV Phonetic A Red (p-1) to (p-16) 1-35 2-1 2-2 Stanford Achievement	Given x words visually and/or orally, the student indicates the one that begins with the same initial consonant as the stimulus word also given visually and/or orally		
2117	Choosing initial consonant sounds when a stimulus word is given visually and orally, while choices must be read independently	FV PA Red Part I (p-1) to (p-16) 1-35 2-1 2-2 Stanford Achievement Test	Given a stimulus word visually and orally and x written word choices, the student is able to read the word choice that has the same initial consonant sound as the stimulus word		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
x words visually orally, the student tes the one that with the same l consonant as the us word also given ly and/or orally						Modern Curriculum Press Workbooks Phonics We Use (B) Lippincott Basal Series Houghton-Mifflin Workbook T,L & D Alphabet Soup		
a stimulus word ly and orally and x n word choices, the t is able to read the hoice that has the nitial consonant sound stimulus word						Houghton-Mifflin Workbook L, T, D Phonics We Use (B) Modern Curriculum Press Lippincott Basal Series		Darrell-Murphy Cards

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
Kievit - Green Tapes				Basal Series Charts	

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ENT	MANIPULABLES	GAMES/CARDS		
	Basal Series Charts		Blackboard presentation	
			Teacher blackboard presentation	

Word Analysis - Phonetic
Initial Consonants

S-*material on more sc

LEVEL 1-4 and ungraded*

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
2118	Using context clues and initial consonant sounds in completing sentences		Given a sentence with one word missing, the student selects one of x word choices to complete sentence. Each choice differs only in beginning consonant		
2118 S					

S-*material on more sophisticated level

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	C.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
sentence with one issing, the student one of x word to complete sentence. hoice differs only in ing consonant						B-L Working With Sounds A 37, 46 S.F. Think & Do S.F. Studybook Level 2 McMillan Finding Out Lands of Pleasure Worlds of Wonder Houghton-Mifflin L, T, D Phonics We Use B		SRA IIa Tan C 1,6,11 Brown C 1,6,11 SRA IIb Tan C 1,6,11

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	G
EPC-2 7B	✓					
			Associated Consonant and Vowel Sounds V.M.I.			

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MENT	MANIPULABLES	GAMES/CARDS		
			1. Student selects word in form of pictures 2. Student selects one word among _x_ word choices	

Word Analysis - Phonetic
Initial Consonants

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.F
2119	Substituting initial consonants when phonograms are presented visually		Given a phonogram and x initial consonants visually, the student will pronounce each new word by substituting the initial consonant		Pri mer p.2
2120	Choose rhyming word in sentence when only the initial consonant is given		Given visually an incomplete sentence and a beginning consonant for the missing word the student chooses a rhyming word from x choices	Ready to Roll p.174	

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
phonogram and x consonants visually, dent will pronounce w word by substituting tial consonant		Pri- mer p.21				Nutshell Workbook Open Court Workbook		SRA IIa Tan C 3,8,13 Brown C 3,8,13 SRA Ia
isually an incomplete e and a beginning nt for the missing word, dent chooses a rhyming om x choices	Ready to Roll p.174					Phonics We Use B Reader's Digest Skill Pad 1 Modern Curriculum Press A Was Once An Apple Pie		RSL Book A Level 1 p.8,10,1 14,16,18 19,20,28 30,32,33 38,40,42 43,48,50 53,56,57

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
				Teacher-made wheels Webster Word wheels Rolling Blocks Teacher-made Slide Rule	Phoni Key C Phoni (M.B.)
Gateway to Good Reading Part I & II					

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHE INPUT
	Teacher-made wheels Webster Word wheels Rolling Blocks Teacher-made Slide Rule	Phonic Drill Cards Key Cards (M.B.) Phonic Word Wheel (M.B.)	Blackboard Presentation	
			Poetry, Nursery Rhymes	

Word Analysis - Phonetic
Initial Consonants
LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.P
2121	Pronouncing Initial consonants when they have various sounds depending on word context (variant sounds)	FV PA	Given initial consonants that vary in sounds according to usage in word context, student is able to pronounce them		
		3-4 3-5	#1 hard c soft c		
		2-3 2-4	#2 hard g soft g		
			#2 s as in: * so, see sure, sugar		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
nitial consonants that sounds according to n word context, is able to pronounce						McMillan Workbook Enchanted Gates		Durrell-Murphy
#1 hard c soft c						Phonics We Use		
#2 hard g soft g						Modern Curriculum Press		
#2 s as in: * so, see sure, sugar				Secrets		Nutshell Conquests in Reading 64-65 Eye & Ear Fun Bk.4 Reader's Digest Skill Pad 1,2,3,4 Open High. Moving Ahead * Eye & Ear Fun Bk.4 p.87 Modern Curriculum Press-Bk.3		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
EFI Mini-system					Phoni
On My Own Box 19 #319	Talking Pages				Lear (L.C
EFI Level D #2097 Box 27	Level A				Spin Soft
Teacher-made Tapes and Worksheets					

	KINESTHETIC			
MENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		Phonics We Use Learning Games (L.C.) Spin Hard, Spin Soft		

Word Analysis - Phonetic
Initial Consonants S - material on more sophisticated

LEVEL 3-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.B.	S.
2107 S	Seeing pictures and selecting specific initial consonant symbol		Upon seeing pictures, student indicates the letter symbol that matches consonant sound		
2108 S	Seeing pictures and selecting specific initial consonant symbol		Given a picture and x specific beginning consonant symbols, the student indicates whether or not the picture begins with that consonant		

- material on more sophisticated level

IAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.B.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
eeing pictures, student tes the letter symbol atches consonant sound						Score 1-6 Phonics We Use		
picture and x ic beginning consonant , the student indicates or not the picture with that consonant						Programmed Reading Be a Better Reader A-p.20 B-p.17 Barnell-Loft D-F		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	
		Kievit's Transparencies	Teacher-made mats for cyclo-teacher	Word Bingo	L.C. Lea Kit Kit

	KINESTHETIC			
IPMENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACH INPUT
cher- mats cyclo- her	Word Bingo	L.C.-Spelling Learning Games Kit A 4 and 5 Kit B 5		

Word Analysis - Phonetic
Final Consonants - 2151 - 2190

LEVEL K-1

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.
2151	Identifying final consonant sounds when objects are given		Based on random selection of objects, the student can imitate the final consonant sound he hears and then give it in isolation as he picks up the object		
2152			Given a group of objects, only one having a different final consonant sound, the student is able to select all those objects having the same sound (different sound)		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
n random selection of , the student can the final consonant e hears and then give solation as he picks object								Pictures from ol workboo or mag- azines which sh specific objects clearly
a group of objects, ne having a different consonant sound, the t is able to select ose objects having the ound (different sound)						McMillan Lands of Pleasure Worlds of Wonder Enchanted Gates Modern Curriculum Press WB Reader's Digest Skillpad #1		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
				Pictures for peg-boards Pictures on flannel boards Bag of toy objects	Objec card Magic Final Embec Cards Conso Cards Speec (H.B
				Flannelboard Cut-outs	

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MENT	MANIPULABLES	GAMES/CARDS		
	Pictures for pegboards Pictures on flannel boards Bag of toy objects	Objects on picture cards Magic Cards - Final Consonants(I) Embeco Phonic Drill Cards (M.B.) Consonant Poster Cards (M.B.) Speech to Print (H.B.J)	Teacher can place objects of like final sound into a bag to establish final sound Teacher places objects on table. Child picks object and tells what sound he hears to teacher or a tutor.	
	Flannelboard Cut-outs		Student picks out the object with the sound that is different and discards that object Student groups objects with same sound	

Word Analysis - Phonetic
Final Consonants

LEVEL K-1

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S.
2153	Seeing pictures and hearing words and selecting specific final consonant sounds		Upon seeing pictures and hearing words pronounced, student indicates, according to directions given, each time a specific final consonant sound is heard		
2154	Matching pictures and their final consonant sounds		Upon seeing pictures, student indicates, according to directions given, each time the picture matches the specific final consonant sound		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
seeing pictures and ng words pronounced, nt indicates, according rections given, each a specific final nant sound is heard						Reader's Digest Practice Pad 1 &2		
seeing pictures, student ates, according to tions given, each time icture matches the fic final consonant						Modern Curriculum Press Book 1 & 2 Barnell-Loft Working With Sounds Books A&B Phonics We Use B		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	
				Flannelboard Cut-outs	Tea
			Cyclo teacher	Picture Pegs - (teacher-made) picture ending in specific sound for grouping	

	KINESTHETIC			
IPMENT	**MANIPULABLES**	**GAMES/CARDS**	**SUGGESTED LEARNING ACTIVITIES**	**TEACHER INPUT**
	Flannelboard Cut-outs	Teacher-made cards	Student will indicate he heard appropriate consonant sound: 1. by placing x into appropriate space each time sound is heard	
lo cher	Picture Pegs - (teacher-made) picture ending in specific sound for grouping		Student indicates each time a picture has the sound of a specific final consonant: 1. by raising his hand 2. by sorting pictures according to final consonant sounds 3. by underlining appropriate pictures 4. circling yes or no to indicate same sound	

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Word Analysis - Phonetic
Final Consonants

LEVEL K-1-2 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES		TEA	
					O.H.	S.
2155	Hearing and identifying final consonant sounds by noting letter symbol		Upon hearing words pronounced, student indicates the letter symbol that matches the following final consonant sounds			
			#1	t	RA T33	1s T1
				n	RA T33	1s T1
				r	RA T33	T1 T
			#2	m	RA T33	1s T1
				d	RA T33	1s T1
				s		
			#3	l	RA T33	1s T
				p	RA T33	1s T
			#4	f		
				w		
				g		
			#5	k	RA T35	1 T
				z		
			#6	b		
				x	T259	

HAVIORAL OBJECTIVES		TEACHER TEXTS					STUDENT - PRINT MATERIALS		
		O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
aring words pronounced, indicates the letter that matches the ing final consonant			*	Level 3 S 8-11 M 5-8			Reader's Digest Practice Pad 1 pp. 17-22		
#1	t	RA T33	1st P T150		Tiger T127	F.P. T46	Eye & Ear Fun Bk.1		
	r	RA T33	1st E T150		T127	L&S T87	Time for Phonics		
	r	RA T33	Prim. T93		T113	F.P. T77	McH Bk.B		
#2	m	RA T33	1st R T180		T153	L&S T87	McMillan Basal Series Text & Workbook		
	d	RA T33	1st R T180		T113	F.P. T72			
	s				T150				
#3	l	RA T33	1st R T180		T134	L&S T87			
	p	RA T33	1st P T150		T195				
#4	f								
	w								
	g								
#5	k	RA T33	1st E T83		T153	F.P T187		S.F. Level 2 p.6 S.F. Level 3 p.5	
	z								
#6	b								
	x	T259			Lions T166	F.P. T235			

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
Teacher-made tapes and work-sheets		#1048 - S			Phonic Learni (L C.) Bingob

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ENT	MANIPULABLES	GAMES/CARDS		
		Phonics We Use Learning Games (L C.) Bingobang		Legend: *S-Studybook M-Masters or independent practice pads F P.-Foundation Program L&S-Letters and Sounds 1stR-First Reader

Word Analysis - Phonetic
Final Consonants

LEVEL K-1-2 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
2156	Seeing and identifying pictures according to final consonant sounds and symbols		Upon seeing a picture, student indicates the letter symbol that matches the picture's final consonant sound		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
eing a picture, student tes the letter symbol atches the picture's consonant sound						Building Reading Skills (McM) Jet Plane p.7 Phonics We Use B (L.C.)		Durrel Murphy

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
		Riddle & Rhyme (E.G.) 1 &2 Basic Primary Phonics Group II (SVE)	Cyclo-teacher	Picture Pegboard cards	Word

	KINESTHETIC			
MENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
o- her	Picture Pegboard cards	Word Bingo	Student indicates final consonant sound by: 1. circling or underlining etc. appropriate consonant sound 2. writing appropriate final consonant sound 3. sorting pictures in final sound groups	

Word Analysis - Phonetic
Final Consonants

LEVEL 1-2 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
2157	Supplying the final consonant of a word that matches a stimulus picture		Using a picture clue and x words for the picture with only the final consonant different, the student indicates the word that goes with the picture as indicated		
2158			Given a picture clue, the student indicates the final consonant as directed		
2159			Given a sentence with a missing word with only a final consonant clue, the student selects a picture from x choices to complete the sentence		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
picture clue and x or the picture with e final consonant nt, the student es the word that goes e picture as indicated						New Century See & Write Phonics We Use Workbooks Modern Curriculum Press		Durre Phoni. Kit 47- 54
picture clue, the indicates the final nt as directed						Be a Better Reader A p.20		
sentence with a word with only a final nt clue, the student a picture from x to complete the e						B-L Working With Sounds A 21-29 B 4-5 Phonics We Use (L.C.) B,C Think & Do (S.F.) Modern Curriculum Press Books 1&2 MacMillan See B.O. #2118	WORKBOOKS, continued Houghton-Mifflin L,T,D SRA - 1a	

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	
EPC Level 1 4A,4B EPC Level 2 2B	✓ ✓				Flannelboard cut-outs	Tea pi
EPC Level 3 1B					Flannelboard cut-outs	Idea (see lis Beh #21 Dolc

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHE INPUT
IPMENT	MANIPULABLES	GAMES/CARDS		
	Flannelboard cut-outs	Teacher-made picture cards	Student indicates the word that goes with the picture by: 1. choosing one of several 2. writing the word 3. completing the word	
	Flannelboard cut-outs	Ideal Magic Cards (see other games listed under Behavioral Obj. #2105 Dolch-Take-Garrard	Student indicates final consonant by: 1. choosing one of x choices 2. by writing it	

Word Analysis - Phonetic
Final Consonants

LEVEL 1-2 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
2160	Upon hearing and seeing a word, student chooses final consonant		After hearing and seeing a word, the student indicates the ending consonant as directed		
2161	Upon hearing word, student chooses word with correct matching final consonant	Stanford Achievement	After hearing a word, the student selects that word from x choices differing only in the final consonant which fits the final consonant heard		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
hearing and seeing a the student indicates ding consonant as ed								
r hearing a word, the ent selects that word x choices differing in the final consonant h fits the final onant heard						Modern Curriculum Press A,B Scott Foresman p-1 T.Ed.		Durrel Murph

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL		MANIPULABLES	
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT		
EPC Level 1 4A1,4A2,4B1 4B2	✓					
Level 2 - 2B1,2B2	✓					
Level 3 - 1B1, 1B2						
Level 4 - 1A1						
Teacher-made tape						

	KINESTHETIC			
PMENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Student selects correct answer from x__ written choices: a. is the word's ending like the stimulus word b. supplies the missing word in a sentence by choosing the one with the specified final consonant	
			1. S.F. "Extending Competence" Presentation 2. Student reads slightly as directed for workbook	

Word Analysis - Phonetic
Final Consonants

LEVEL 1-2 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
2162	Sentence clue to select final consonant of a specific word		Given a sentence with a word missing its final consonant, the student supplies word as directed		
2163	Selecting final consonant sound in a word based on visual and oral presentation of the stimulus word and the choice words	FV PA (1-1) to (1-9) 2-12	Upon hearing and seeing a stimulus word and x words with various final consonants the student selects the word that matches the ending of the stimulus word		
2164	Selecting final consonant clues when only the stimulus word is given orally and visually and the choice words are presented visually only	FV Red Phonetic Analysis (1-1) to(1-9) 2-12	Upon hearing and seeing a stimulus word, the student must read x visually presented words and select the word that ends with the same final consonant sound as the stimulus word		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
a sentence with a word g its final consonant, udent supplies word as ed						B.L. Working With Sounds A,B Phonics We Use B,C		SRA IIa Tan D 2,7 1 Brown 2,7,12 SRA II Tan D 2,7,12
earing and seeing a s word and x words rious final consonants udent selects the word tches the ending of mulus word								
earing and seeing a us word, the student ead x visually pre- words and select the hat ends with the same consonant sound as the us word								

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMSTRIPS FILMLOOPS [illegible]	EQUIPMENT	MANIPULABLES	GA
EPC Level 3 1B	✓	Talking Page Book 7 Hard G N P R Book 8 B L C H Book 9 D J W Y Book 10 K CK V Z				

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			1. Teacher directed materials designed to promote auditory recognition of final consonants	

Word Analysis - Phonetic
Final Consonants

LEVEL 1-4 and ungraded

CONCEPT NUMBER	**SKILL SEQUENCE**	**PRE & POST TEST**	**BEHAVIORAL OBJECTIVES**	**TEA**	
				O.H.	**S.**
2165	Substituting final consonant sounds at the end of words given visually		Given words, with only the final consonant changing, the student will pronounce the words with the new final consonant sound		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. STS.	A.H.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
words, with only the consonant changing, udent will pronounce rds with the new final ant sound						Time for Phonics B-p.70-71		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	G
				Teacher-made word wheels	

	KINESTHETIC			
PMENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	Teacher-made word wheels			

Word Analysis - Phonetic
Final Consonants

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	[illegible] &	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
2171	Pronouncing final consonants when they have various sounds depending on word context (variant sounds)		Given final consonants that vary in pronounciation according to usage in word context, student is able to pronounce them: final "s" as in dogs this		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
final consonants that n pronounciation ing to usage in word t, student is able to nce them: l "s" as in dogs this						Modern Curriculum Press 2,3 Phonics We Use B,C,D		

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHE INPUT
MENT	MANIPULABLES	GAMES/CARDS		

Word Analysis - Phonetic
Medial Consonants 2191-2300

LEVEL 1-4 ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
2191	Identifying consonants in medial position		Given a picture and its name orally, the student indicates its letters for its beginning, middle and/or end sound as directed		
2192	Identifying position of consonants in specific words		Given a picture and the letter, the student indicates whether the consonant is found at the beginning, middle or end of a word as directed		
2193	Identifying medial consonant symbol given a picture clue		Given a picture and _x_ letters the student indicates the one that matches the medial consonant sound		
2194	Identify medial consonant visually		Given several words visually, the student indicates the word with a specific medial consonant as directed		
2195	Blending medial consonants		Given a word visually having a medial consonant, the student proves he can blend the medial consonant correctly by pronouncing it		

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a picture and its name y, the student indicates etters for its beginning, e and/or end sound as ted						Modern Curriculum Press 2,3 B,C		
a picture and the letter, tudent indicates whether onsonant is found at the ning, middle or end of d as directed								
a picture and _x_ letters tudent indicates the one matches the medial nant sound						Reader's Digest Skill Pad #1-23,24		
several words visually, tudent indicates the with a specific medial nant as directed						Be a Better Reader A p.19 B p.16 C p.20 Modern Curriculum Press C p.10		
a word visually having ial consonant, the nt proves he can blend edial consonant correctly onouncing it								

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
EPC Level 3 1A 1B DLM-APT Level II Auditory Discrimination	✓					Dolch (G
DLM-APT AUDITORY Discrimination Level III	✓					
Student tape Talking Pages				EFI Language Master		

	KINESTHETIC			
IPMENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		Dolch Take (Garrard)		
			Student circles medial consonant and sounds out word - could read to teacher, tutor, tape	
guage ter			1. Student pronounces words to teacher, tutor, tape 2. Blackboard presentation	

Phonetic Analysis - Initial Consonant blends
2201-2250

LEVEL 1 and 2 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES		TE	
					O.H.	S
2201	Recognizing and identifying initial consonant blends	IRI WAI FV PA B.O.#	Student can select the team that makes up these specific consonant blends and pronounce the following initial consonant blends			
		1-43	#1 l blends	bl	O.H.4 T59	1- T
		1-44		cl	O.H.4 T59	1 T
		1-42		fl	O.H.4 T59	
				gl		
				pl		
		1-38		sl	O.H.4 T59	1 T
		IRI WAI -	#2 s blends	sc		
		-		sk		
		1-39		sm	O.H.4 T72	1 T
		-		sn		
		1-36		sp	O.H.4 T71	1 T
		1-37		st	O.H.4 T71	1 T
		1-40		sw	O.H.4 T71	1 T

blends

BEHAVIORAL OBJECTIVES		TEACHER TEXTS					STUDENT - PRINT MATERIALS		
		O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
ent can select the team makes up these specific onant blends and pronounce following initial con- nt blends l blends	bl	O.H.4 T59	1-2 T131		Sign post T229		Phonics We Use B Mod. Curr. Press A,B, C and #1, 2,3		SRA Purp Oran Oliv Webs Word
	cl	O.H.4 T59	1-2 T131		Sign. T63		Barnell- Loft Work-		Durr Murp
	fl	O.H.4 T59			Sign. T229		ing With Sounds B,C		
	gl						Eye & Ear Fun Books		SRA Red Tan
	pl						3,4		
	sl	O.H.4 T59	1-2 T115		T229		Time for Phonics		
s blends	sc						Book B		
	sk						MacMillan Lands of	Pleasure	
	sm	O.H.4 T72	1-2 T204		Sign. T59		Enchanted Shining	Gates Bridges	SRA Tan
	sn						More Than	Words	
	sp	O.H.4 T71	1-2 T115		Rainb T181		Houghton- Mifflin		
	st	O.H.4 T71	1-2 T115		Sign. T50		Lions, Ti- gers, Di-		SRA Tan
	sw	O.H.4 T71	1-2 T204		Sign. T63		nosaurs Rainbows Signposts		Red
							Reader's Digest Practice #1,2,3,4	Pads	

MULTI - MEDIA						KINESTHETIC	
AUDIO			VISUAL				
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT		MANIPULABLES	GAME
				System 80	Talking Pages Level B		
Pat., Sounds & Meanings- Let.& Syl. (AB)	✓		#2291-2295 Filmstrip			Flannelboard Cutouts	Milton-B "You Ca Ideal-"M S.F. Rol
EPC Level 3 Tape 4B EFI Minisyst							
EFI Box 1 #2071-D	✓			Kits F&FF 5&8R	Bk.4		Word Ble (Kenwort
EFI Box 2 2072-D	✓			F&FF 5&8R	Bk.4	Cyclo-teacher	Teacher- ture Ca
EFI Box 4 2074-D				F&FF 6&8R	Bk.4		Lyons & Kit C-St
EFI Box 3 2073-D	✓				Bk.5		SRA Lab Orange #
EFI Box 5 2075-D				F&FF 6&8R	Bk.5		
				E&EE 1&4R	Bk.5		Speech t (Harcour Jovanow
EFI 2079-D	✓				Bk.8		New Phon Drill Ca worthy)
				E&EE 3&4R	Bk.7		
				E&EE 2&4R	Bk.7		
				E&EE 5&8R	Bk.8		
				E&EE 1&4R	Bk.7		
				E&EE 3,4	Bk.8		
				E&EE 6&8R	Bk.7		

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
Talking Pages Level B	Flannelboard Cutouts	Milton-Bradley "You Can Read" Ideal-"Magic Cards" S.F. Rolling Blocks		
Bk.4		Word Blend Cards (Kenworthy)		
Bk.4	Cyclo-teacher	Teacher-made picture Cards		
Bk.4		Lyons & Carnahan Kit C-Start Smart		Legend: FV-Fountain Valley PA-Phonetic Analysis B.O.#-Behavioral Objective # numbers unde Filmsloops et are Multimedia Cat. # T-Teacher's Ed SF-Scott Foresman IRI-Individua Reading Inventory WAI-Word Analysis Inv. EPC-Education Progress Cor SRA-Scientifi Research Ass OH-Open Highways
Bk.5		SRA Lab I Word Games Orange #11-14		
Bk.5				
Bk.5		Speech to Print (Harcourt,Brace, Jovanowich)		
Bk.8		New Phonetic Word Drill Cards (Kenworthy)		
k.7				
k.7				
k.8				
k.7				
k.8				
k.7				

Phonetic Analysis - Initial Consonant blends

LEVEL 1 and 2 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES		TEAC	
					O.H.	S.F
	Skill 2201 continued	FV PA				
			#3 r blends	br		
		1-47		cr	OH 4 T68	
				dr		
		1-48		fr	OH 4 T68	1- T1
		1-46		gr	OH 4 T68	1- T1
				pr		
		1-45		tr	OH 5 T57	1- T1
		IRI WA	#4 other two-letter blends	tw		
				squ		
				dw		

nds

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
r blends br						See page 1		
cr	OH 4 T68			Signp T58				
dr								
fr	OH 4 T68	1-2 T120		Signp T58				
gr	OH 4 T68	1-2 T120		Signp T58				SRA IIb Red 10, Tan 2,3 7,8,9,1
pr								
tr	OH 5 T57	1-2 T119		Lion T192				
her two-letter blends tw								SRA IIb Tan 9
squ								
dw								SRA IIb Tan 9

MULTI - MEDIA						KINESTHETIC	
AUDIO			VISUAL				
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT		MANIPULABLES	GAMES
				80	T.P.		
EFI Box 1 2071-D	✓		S #1103	E&EE 7&8R	Bk.9		
EFI Box 2 2072-D	✓		S #1103	F&FF 2&4R	Bk.9		
EFI Box 6 2076-D	✓		S#1103	F&FF 2&4R	Bk.6		
EFI Box 4 2074-D	✓		S #1103	F&FF 1&4R	Bk.6		
EFI Box 3 2073-D	✓			F&FF 1&4R	Bk.6		
EFI Box 5 2075-D	✓			F&FF 3&4R	Bk.9		
EFI Review of Blends #2077-D #2078-D #2081-D	✓			E&EE 7&8R	Bk.6		
				E&EE 6&8R	Bk.9		
				E&EE 6&8R	Bk.10		
Patterns, Sounds & Meanings - Letters and Syllables (A.B.)	✓						

ENT	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	MANIPULABLES	GAMES/CARDS		
.P. k.9				
k.9				
k.6				
k.6				
k.6				
k.9				
k.6				
k.9				Legend
k.10				EFI-Electron Future, Inc 80 - Systems S-Filmstrip F-Film L-Loop T-Transparen OH-Open Highways AB-Allyn & Bacon

Phonetic Analysis - Initial Consonant blends

LEVEL 2 and 3 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
2202	Recognizing and identifying three-letter blends	IRI WAI FV PA BO #	Student will be able to visually identify and then be able to pronounce the following three letter initial blends		
		—	spl		
		1-41	spr	OH 6 T46	
			scr		
			str		
			squ		

blends

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
ent will be able to ally identify and then ble to pronounce the owing three letter ial blends spl						Phonics We Use Book B,C Houghton Mifflin Rainbows		SRA Brow Gree
spr	OH 6 T46			Pano T156				
scr								
str								
squ								

MULTI - MEDIA						KINESTHETIC	
AUDIO			VISUAL				
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT		MANIPULABLES	GAMES/
				Syst. 80 Kits	T.P. Lev. B		
EFI Box 10 2080	✓				Bk.10		
					Bk.10		
				F&FF 7&8R	Bk.10		
			VMI Transparencies Lev.3,4	F&FF 7&8R	Bk.10		
				E&EE 5&8R	Bk.10		

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
NT	MANIPULABLES	GAMES/CARDS		
T.P. Lev. B				
Bk 10				
k.10				
k.10				
k.10				
k.10				

Legend:

Pano-Panora

SRA-Scienti
Research A

T.P.-Talking
Pages

OH-Open
Highways

Phonetic Analysis - Initial digraphs
2301-2350

LEVEL 1 and 2 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S.
2301	Recognizing and identifying initial digraphs	FV PA B.O.# 2-11	Student can visually identify and then pronounce as directed the following initial digraphs #1 gu		
		1-49	qu	S.J. T44	R T
		1-50	#2 ch	M.A. T61	1- T
		p-17	sh	RTR T91	1- T
	(v)	1-52 1-53	th	O.H.4 T49 R.A. T29	1- T 1- T
		p-18	#3 wh	O.H.4 T49	P T
		3-6	ph		
2302	Recognizing and identifying initial digraph blends	IRI WA FV PA B.O.#	Student can visually identify and then pronounce, as directed, the following digraph blend combinations phr		
			chr		
			shr		
			thr		
		2-10	sch		

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
ent can visually identify then pronounce as di- ed the following initial aphs gu						Phonics We Use Bks.BC Time for Phonics B MacMillan: Worlds of Wonder Lands of Pleasure Enchanted Gates Shining Bridges Barnell-Loft Working Wi.Sounds B,C Modern Curriculum Press Books 1,2,3,A,B,C Reader's Digest Practice Pad 1,2,3,4 Houghton Mifflin L,T.D. Rainbows Conquests in Reading Phonics We Use C,D		Durre Murph SRA I Purpl Orang Olive Webst Word Wheel SRA I Tan
#1 qu	S.J. T44	RTF T129		Sign T182	F.P. T266			
ch	M.A. T61	1-2 T74		Tiger T176	F.P. T249			
#2 sh	RTR T91	1-2 T174		GRTR T70	F.P. T111			
th	O.H.4 T49 R.A. T29	1-2 T96 1-2 T96		Rain T62 T62	F.P. T61 T61			
#3 wh	O.H.4 T49	P T32		GRTR T71	F.P. T255			
ph								
ent can visually identify then pronounce, as cted, the following aph blend combinations phr							WORKBOOKS con. MacMillan More Than Words Better Than Gold Houghton Mifflin - Rainbows Signposts McCormick-Mathers - Space	
chr								
shr								
thr								
sch								

MULTI - MEDIA						KINESTHETIC	
AUDIO			VISUAL				
TAPES/ WORKSHEETS		RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT		MANIPULABLES	GAMES/
				Sys.80 elephant	Talking Pages B		
EFI Box 12 2082-D EFI Review 2083-D Box13	✓ ✓				Bk.9	Flannelboard Cutouts Cyclo-teacher	Digraph ca (Owen) SRA Vab I- Games Pu
2084-D Box14	✓						Lyons & Ca Kit C Ship
EPC Level 3 #4A	✓		S #1104		Bk.3		Milton-Bra
			S #1104		Bk.2		"You Can
Patterns, Sounds and Meaning(A.B) Letters and Syllables	✓		S #1104		Bk.3		Ideal Magi Scott For Rolling Bl
View on Vowels p.S	✓				Bk.2		
					Bk.10		
					Bk.10		

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
NT	MANIPULABLES	GAMES/CARDS		
k- es .9 .3 .2 .3 .2 10 .10	Flannelboard Cutouts Cyclo-teacher	Digraph cards (Owen) SRA Lab I-Word Games Purple #8 Lyons & Carnahan Kit C Ship Shape Milton-Bradley "You Can Read" Ideal Magic Cards Scott Foresman - Rolling Blocks	Student writes letter symbol Student underlines the letter symbol	Legend: (v)-voiced P-Fun With Ou Friends 1-2-More Fun With Our Friends RTF-Roads to Follow MA-Moving Ahe F.P.-Foundati Program S.J.-Splendid Journey RTR-Ready To Roll R.A.-Rolling Along SRA-Science Research Ass EFI-Electroni Future, Inc. EPC-Education Progress Co GRTR-Getting Ready to Rea LTD-Lions, Tigers, Dinosaurs

Phonetic Analysis - Initial Consonant blends and consonant digraphs
2201-2250 2301-2350

LEVEL 2 and 3 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
2203 2303	Knowing the difference and pronouncing initial blends or initial digraphs	IRI	Given several letter groups at the end of a word visually or in isolation visually, the student is able to select the initial digraphs from initial blends. He can prove that each digraph makes one new sound and each blend is in fact a number of blended consonant sounds by pronouncing them.		
2204 2304	Seeing a picture and hearing its initial blend or digraph		Given a picture and hearing its name, the student indicates the initial blend or initial digraph heard as directed.		
2205 2305	Seeing a picture, student indicates its initial blend or initial digraph		Upon seeing a picture, student indicates the initial blend or digraph that matches according to the directions given.		

blends and consonant digraphs
2250 2301-2350

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
n several letter groups he end of a word visually n isolation visually, the ent is able to select the ial digraphs from initial ds. He can prove that digraph makes one new d and each blend is in a number of blended onant sounds by pronounc- them.						Nutshell McCormick Mathers- Rocket	VMI Level 3,4 Worksheet 1,2	SRA I Purpl Orang Olive SRA I Brown
n a picture and hearing name, the student indicates initial blend or initial aph heard as directed.								
seeing a picture, student cates the initial blend igraph that matches rding to the directions n.						Making Sounds Work C M.C.P. Books 1,2 A,B Phonics We Use BC MacMillan Worlds of Wonder Lands of Pleasure Enchanted Gates Shining Bridges		Durr Murp SRA Oran Oliv

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/C
						Teacher-ma gram cards initial di and blend
EFI Level D #2071-2084 Patterns, Sounds and Meaning View on Vowels (AB)	✓			Talking Pages Level B Systems 80 KIts E,F EE,FF	Flannelboard Cutouts	Teacher-ma ture cards Phonics We Learning G Blend Race Digraph Wh Digraph Ho (initial &
Patterns, Sounds and Meaning View on Vowels (AB)	✓ ✓				Cyclo-teacher (Field Educational)	Lyons & Ca Kit C Sta Shi

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		Teacher-made phonogram cards with initial digraph and blend cards		
80 FF	Flannelboard Cutouts	Teacher-made picture cards Phonics We Use Learning Games (LC) Blend Race Digraph Whirl Digraph Hopscotch (initial & final digraphs)		
	Cyclo-teacher (Field Educational)	Lyons & Carnahan Kit C Start Smart Ship Shape		Legend: A.B.-Allyn Bacon VMI-Visual Materials,In M.C.P.-Modern Curriculum Press EFI-Electron Future, Inc SRA-Science Research As LC-Lyons & Carnahan

Phonetic Analysis-Initial Consonant blends and consonant digraphs

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
2206 2306			Given _x_ pictures and an incomplete sentence with the initial blend or initial digraph missing, the student indicates the word according to directions		
2207 2307			Given a picture and _x_ specific initial blends and/or initial digraphs symbols, the student indicates which matches the picture		
2208 2308			Upon hearing words pronounced student indicates the letter symbol that matches the initial blend and/or initial digraph		

lends and consonant digraphs

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
n _x_ pictures and an mplete sentence with the ial blend or initial aph missing, the student cates the word according irections						B-L Working With Sounds B Modern Curriculum Press B, C,2,3 Phonics We Use,BC (LC)		
n a picture and _x_ ific initial blends and/ nitial digraphs symbols, student indicates which hes the picture						Modern Curric. Press B,C,2,3 Making Sounds Work C McCormick Mathers - Streamliner		
hearing words pronounced ent indicates the letter ol that matches the ial blend and/or initial aph								SRA Brow Gree

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
APES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/C
EFI Level D 2071-2084 atterns, ounds and eaning iew on owels (AB)	✓ ✓				Flannelboard Cutouts	Ideal Magic Teacher-mad Space Fligh Time for So Inst. Aid
eacher-made apes and orksheets atterns, ounds & eaning iews on owels (AB)	✓			Talking Pages Level B	Flannelboard Cutouts	

KINESTHETIC			
MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
Flannelboard Cutouts	Ideal Magic Cards Teacher-made cards Space Flight-Ideal Time for Sounds Inst. Aid Kit		Legend:
Flannelboard Cutouts		Teacher blackboard presentation	B-L-Barnell Loft LC-Lyons & Carnahan SRA-Science Research Asc. EFI-Electronic Futures, Inc. AB-Allyn Bacon

Phonetic Analysis - Initial Blends and digraphs

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T	
				O.H.	
2209 2309	Matching one of several orally and visually given words with a stimulus word in determining specific initial blend	Stanford Pri.I FV PA B.O.# Col.I 1-36 1-48	After hearing and seeing a stimulus word and _x_ choices, the student indicates which choice word begins with the same initial blend or digraph as the stimulus word.		
	initial digraph	1-49 1-50 1-52 1-53 2-10 2-11 3-6 3-8			
2210 2310	Matching one of several visually given words to a stimulus word in determining the specific initial blend and initial digraph	FVsame as in Col.II #2209 #2309	After hearing and seeing a stimulus word and being presented visually only with _x_ choice words, the student chooses the word that matches the initial blend or digraph of the stimulus word.		

nd digraphs

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS, OT
ter hearing and seeing a imulus word and _x_ choices, e student indicates which oice word begins with the he initial blend or di- aph as the stimulus word.								
ter hearing and seeing a mulus word and being sented visually only with choice words, the dent chooses the word that ches the initial blend or raph of the stimulus word.						Cracker-jacks Drumbeats Elbowroom (Field Educational) McCormick Mathers Streamliner Jet		

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
PES/ WORKSHEETS		RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/CA
EFI Level D #2071-2084 EPC Tapes and Worksheets Level 3 Tape 4 A B Patterns, Sounds and Meaning Views on Vowels Letters & Syllables (AB)	✓					
Teacher-made tapes EFI Level D #2071-2084 EPC Tapes & Worksheets Level 3 Tape 4 A,B						

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Student responds by (1) writing answers in workbooks - or on separate paper according to teacher choice	Legend:
		Teacher-blackboard presentation	EFI-Electroni Futures,Inc. EPC-Educatio Progress Cor AB - Allyn Bacon

Phonetic Analysis - Initial blends and digraphs

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S.
2211 2311	Completing words in context using initial consonant blend or initial digraph skills		Given an incomplete sentence with (1) the initial blend or digraph of the missing word given, student supplies the word as directed (2) only the initial blend or digraph missing, the student supplies the word by choosing the correct blend or digraph.		
2212 2312	Choosing initial blends or initial digraphs visually		Given a sentence with a specific word or blend, the student selects another word in the sentence with the same initial blend or initial digraph.		

digraphs

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.B.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
n an incomplete sentence the initial blend or digraph of the missing word given, student supplies the word as directed only the initial blend or digraph missing, the student supplies the word by choosing the correct blend or digraph.						B-L Working With Sounds B,C PhonicsWe Use B,C Reader's Digest Practice Pad 3,4 Mod. Curr. Press Books 2,3 B,C Reader's Digest Skill Pad Books 3,4		
a sentence with a fic word or blend, the nt selects another word e sentence with the same al blend or initial di- .						Mod. Curr. Press Bks. 2,3 B,C Reader's Digest Practice Pad Bk.4 Crackerjacks (FE) McCormick Mathers Rocket Atomic	Continental Press - 3,4	SRA Red 5,10 SRA Brow 5,10

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
Allyn-Bacon Level 2	✓			Talking Pages Level B		

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Student responds by: (1) writing missing words or blends (2) by circling one of several choices	
			(1) Teacher-blackboard presentation (2) Student underlines or circles other word or blend (3) Student pronounces other word with same blend or digraph as in Talking Pages	Legend: B-L - Barnell-Lof FE-Field Educationa

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Phonetic Analysis - Final Consonant Blends, Final Digraphs
2251-2270 — 2351-2370

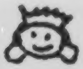
LEVEL 1-4 ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
2251	Recognizing and identifying final consonant blends	FV PA BO #	Student can select the team of letters that make up these specific final consonant blends and he will be able to pronounce them		
		-	#1 lk		
		2-13	nk		
		3-1	#2 ld		
		2-14	nd		
		-	rd		
		1-10	#3 st	OH 4 T71	
		3-2	lt		
		2-15	nt		
		1-13	#4 ck	RA T35	
		-	ft		
		3-3	mp		

nds, Final Digraphs
2351-2370

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
nt can select the team of ers that make up these ific final consonant blends e will be able to pronounce								
#1 lk								
nk								
ld								
#2 nd								
rd								
st	OH 4 T71		1-1 T205	Rainb T180	-			
#3 lt								
nt								
ck	RA T35		2-1 T185	Signp 193	F.P. T187			
#4 ft								
mp								

MULTI - MEDIA						KINESTHETIC	
AUDIO			VISUAL				
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT		MANIPULABLES	GAMES/
Patterns Sounds and Meaning (A.B.) View on Vowels p.45-54	✓			Systems 80 VMI Transparencies Level 3,4			SRA - Lab Word Game Purple #9

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
s 80 ans- ies 3,4		SRA - Lab I Word Games Purple #9	Student demonstrates his ability to pronounce final blend in word context by (1) taping words from a list (2) by pronouncing words on EFI or language master when a picture clue is given Ex:  __ng	

10 Phonetic Analysis - Final Consonant Blends, Final Digraphs

LEVEL 1-4 ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
2351	Identify and pronounce final consonant blends	FV PA BO #	Student will be able to visually identify and then be able to pronounce following final digraphs		
		-	gh		
		3-3	ph		
		-	(tooth) th		
		1-12	ch	RtR T91	
			(fish) sh		
		1-11	ng	OH 4 T49	
			nk		

ends, Final Digraphs

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		KITS OT
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	
udent will be able to sually identify and then be le to pronounce following nal digraphs gh						Phonics We Use C,D,E Conquests in Reading		SRA Ta Red
ph								
(tooth) th								
ch	RtR T91		2-1 T75	D T283	F.P. T246		VMI Lev.3,4 Worksheet 2	
(fish) sh								
ng	OH 4 T49		2-1 T79	Signp T178	F.P. T192	Phonics We Use 4 (LC)		
nk								

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
			Lyons-Carnahan Game Kit 3 Ship Shape		
			VMI Trans. Lev. 3,4		

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
n t 3 ape ns. 4			Student matches picture and blend (1) by indicating by writing an x each time the picture matches a final blend (2) by choosing one of several final blends (3) by writing the blend	Legend: AB-Allyn-Bacon VMI-Visual Materials In D-Dinosaurs 2-1 - Friend Old and New LC-Lyons & Carnahan F.P.-Foundation Program

Phonetic Analysis - Final blends and digraphs

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	O.
2252 2352	Recognizing and discriminating both visually and orally between final consonant blends and final digraphs		Given several letter groups at the end of a word presented visually, or in isolation, the student is able to select the final consonant blend or final digraph. The student proves that each digraph makes one new sound and each blend is in fact a number of blended consonant sounds by pronouncing them	
2253 2353	Using a picture clue, student indicates final blend or final digraph heard		Given a picture and hearing its name, the student indicates the final blend or final digraph heard as directed	

nd digraphs

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS	
	O.E.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS
Given several letter groups at the end of a word presented visually, or in isolation, the student is able to select the final consonant blend or final digraph. The student proves that each digraph makes one new sound and each blend is in fact a number of blended consonant sounds by pronouncing them						Modern Curriculum Press Books A,B 1,2	
Given a picture and hearing its name, the student indicates the final blend or final digraph heard as directed						MacMillan Lands of Pleasure	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
			Language Master EFI machine teacher-made cards		Spelling Games C Ship Sha
Patterns Sounds and Meaning View on Vowels (AB) ex: p.48,49 50,51,52,53 54					Teacher-ma picture c

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ge ch- r- ards		Spelling Learning Games C Ship Shape	Teachers can call out suitable words - student will indicate when he hears a digraph or blend (1) by raising his hand (2) by marking the digraph or blend heard on paper (3) by circling the word digraph or blend on a dittoed, numbered paper	
		Teacher-made picture cards	Student writes correct end blend or digraph on separate sheet of paper	Legend: AB-Allyn Bacon EFI-Electron Futures,In

Phonetic Analysis - Final blends and digraphs

LEVEL____________________________

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	O.
2254 2354	Matching picture and final consonant blend or digraph		Upon seeing pictures, student indicates, according to directions given, the final consonant blend or final digraph that matches the picture (111)	
2255 2355	Using picture, sentence and final blend or final digraph clues to complete word		Given x pictures and an incomplete sentence with the final blend or final digraph of the missing word given, the student indicates the word as directed	

d digraphs

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	K
Upon seeing pictures, student indicates, according to directions given, the final consonant blend or final digraph that matches the picture (111)						MacMillan Lands of Pleasure Shining Bridges Better Than Gold		
Given x pictures and an incomplete sentence with the final blend or final digraph of the missing word given, the student indicates the word as directed						Barnell-Loft Working With Sounds B Unit 23 MacMillan Enchanted Gates		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	G
Allyn-Bacon Patterns Level 2				Flannelboard Cutouts	Idea Phon Lear Dig (in fi
Allyn-Bacon Patterns Level 2					

	KINESTHETIC			
IPMENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	Flannelboard Cutouts	Ideal Magic Cards Phonics We Use Learning Game Digraph Hopscotch (initial and final digraphs)	Student indicates final blend or digraph (1) by circling one of several choices (2) by writing the missing final blend or final digraph	
			Student supplies word by: (1) writing it (2) choosing the correct word from given choices (3) chooses the picture depicting the word	

Phonetic Analysis - Final blends and digraphs

LEVEL__________________________________

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	O.H
2256 2356	Seeing a picture and identifying their final blend or final digraph		Given a picture and _x_ specific final consonant blends and/or final digraphs, the student indicates which matches the picture	
2257 2357	Hearing final blends or final digraphs at the end of words given orally		Upon hearing words pronounced, student indicates the letter symbol that matches the final blend or final digraph	

nd digraphs

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		K
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	
iven a picture and x pecific final consonant blends nd/or final digraphs, the tudent indicates which atches the picture						Modern Curriculum Press A,B,C 1,2,3		
pon hearing words pronounced, tudent indicates the letter ymbol that matches the final lend or final digraph							VMI Level 3,4 Worksheet 1,2	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
Allyn-Bacon Patterns Level 2					
Teacher-made tapes Allyn-Bacon Patterns Level 2					Lyons-Ca C Shi

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ENT	MANIPULABLES	GAMES/CARDS		
		Lyons-Carnahan Kit C Ship Shape	Teacher-blackboard presentation	Legend: VMI-Visual Materials Inc.

Phonetic Analysis - Final Consonant Blends and Digraphs

LEVEL______________________________

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	
				O.H
2258 2358	Matching one of several orally and visually given words with a stimulus word in determining specific final blends and final digraphs	FV PA BO # Blends 1-10 1-12 1-13 1-14 (2-13) to (2-15) (3-1) (3-2) (3-3) Digraph 1-11 3-8 2-16	After hearing and seeing a stimulus word and x choices, the student indicates which choice word ends in the same consonant blend or digraph as the stimulus word	
2259 2359	Matching one of several visually given words to orally and visually presented stimulus words in finding specific final blend and/or final digraph		After hearing and seeing a stimulus word and having x choice words given visually only, the student chooses the word that matches the final blend of the stimulus word	

Blends and Digraphs

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		KI
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	
fter hearing and seeing a timulus word and x choices, he student indicates which hoice word ends in the same onsonant blend or digraph as he stimulus word						Drumbeats (Field Educational)		
fter hearing and seeing a timulus word and having x hoice words given visually nly, the student chooses he word that matches the inal blend of the stimulus ord								

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
EPC 8B2 Level 2	✓					

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ENT	MANIPULABLES	GAMES/CARDS		

Phonetic Analysis - Final Consonant Blends and Digraphs

LEVEL________________________________

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	O.H.
2260 2360	Completing words in context using final consonant blend and final digraph skills		Given an incomplete sentence with the (1) final consonant blends of the missing word given, the student supplies the word as directed (2) only the final blend of the incomplete word missing, the student supplies the word by choosing the correct blend	

nt Blends and Digraphs

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS	
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS
Given an incomplete sentence with the (1) final consonant blends of the missing word given, the student supplies the word as directed (2) only the final blend of the incomplete word missing, the student supplies the word by choosing the correct blend						Barnell-Loft Working With Phonics B Phonics We Use C,D	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
EPC Level 2 8B2 ✓ " 3 4B2 ✓ " 5 1A1 ✓					

	KINESTHETIC			
MENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			The student will supply the missing word: (1) upon reading the sentence and (a) circling the missing word or (b) writing the missing letters to complete the word (2) hearing it pronounced in context and then (a) circling it (b) writing it	

Phonetic Analysis - Consonant blends and digraphs
2271-2290 2371-2390

LEVEL____________________________

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	O.
2271 2371	Identifying and pronouncing variant sounds of blends and digraphs Variant sounds are those letter combinations having two or more sounds depending on word context	Stanford Ach. Test Prim. II FV PA BO # 2-8	Students will be able to identify certain specific variant sounds of blend or digraphs according to their use in word context, and know their several pronunciations qu as in conque (k) quick (kw) ch as in chute (sh) church choral (k) . . .	
		FV PA BO # 3-12 sc (s)	gh as in tough (f) through th as in those (v) think (unv) wh as in what (w) who (h) sc as in scare (sk) scene (s)	

and digraphs
2371-2390

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	K
Students will be able to identify certain specific variant sounds of blend or digraphs according to their use in word context, and know their several pronunciations qu as in conque (k) quick (kw) ch as in chute (sh) church choral (k)						New Practice Reader A,B McCormick Mathers Space Phonics We Use Lippincott Basal Readers		D M
gh as in tough (f) through th as in those (v) think (unv) wh as in what (w) who (h) sc as in scare (sk) scene (s)				Secrets T200		Phonics We Use D Conquests in Reading		

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
Patterns, Sounds and Meaning						
Syllables and Words (AB) p.88	✓					

	KINESTHETIC			
IPMENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Specific exercises should be introduced to assure flexibility in decoding	Legend: AB - Ally Bacon

Phonetic Analysis - Medial blends (2291-2300) and Digraphs (2391-240

LEVEL________________________________

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	O.E
2291 2391	Specifying position of medial blends or medial digraphs when picture is given and orally the name		Given a picture and its name orally, the student indicates its letters for beginning, middle and/or final blend or digraph sound as directed	
2292 2392	Specifying the position of blend or digraph when picture and certain letter groups are given visually		Given a picture and the letter groups, the student indicates whether the blend or digraph is found at the beginning, middle or end of a word as directed	
2293 2393	Match medial blends or digraphs with picture		Given a picture and x letter groups, the student indicates the blend or digraph found in the medial position	
2294 2394	Finding medial blends or digraphs visually		Given several words visually, the student indicates the medial blend or digraph as directed	
2295 2395	Blending medial blends or medial digraphs		Given a word visually having a medial blend or digraph, the student proves blending skills by pronouncing the word correctly	

(2291-2300) and Digraphs (2391-2400)

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KI
Given a picture and its name orally, the student indicates its letters for beginning, middle and/or final blend or digraph sound as directed								
Given a picture and the letter groups, the student indicates whether the blend or digraph is found at the beginning, middle or end of a word as directed						Modern Curriculum Press A,B,C 1,2,3		
Given a picture and x letter groups, the student indicates the blend or digraph found in the medial position								
Given several words visually, the student indicates the medial blend or digraph as directed						Elbow-room	VMI Level 3,4 Worksheet #1	
Given a word visually having a medial blend or digraph, the student proves blending skills by pronouncing the word correctly								

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
		VMI Transparency Level 3,4			

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
PMENT	MANIPULABLES	GAMES/CARDS		

Silent Consonants

LEVEL 2,3,4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES		O.H
2401	Identifying silent letters	PA - Phonetic Analysis	Student will be able to locate the silent letter and pronounce the word correctly		
		FV PA 1-50	(know)	kn	Bk.3 T134
			(wren)	wr	
			(gnat)	gn	
		FV PA 3-10	(thumb)	mb	
			(alm)	l	
			(debt)	bt	

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	K
Student will be able to locate the silent letter and pronounce the word correctly						Conquests in Reading B-L Working With Sounds Bks. C,D Phonics-Write and See Bk.4 Eye & Ear Fun Bk.4 Modern Curriculum Press 2		
(know) kn	Bk.3 T134	-	Lev.4 T174	D. T172	F.P. T314			
(wren) wr			Lev.4 T174	Sec. 232		Modern Curriculum Press 2,3 B,C		
(gnat) gn						Elbowroom		
(thumb) mb				Sec. T161		McCormick Mathers Jet Bk.		
(alm) l								
(debt) bt								

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
EFI Learning Systems #316 -Box 16 Spelling			Teacher-made EFI and Language Master Cards		

	KINESTHETIC			
MENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ner- EFI Lang- Mas- Cards				Legend: D-Dinosau F.P.-Found tion Prog Sec-Secret B-L-Barnel Loft

Identifying Vowels, 3101-3200

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3101	Recognizing and identifying vowels		Student can select from a visually given alphabet those letters that are vowels		

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
ent can select from a aily given alphabet those ers that are vowels			Level 3 T65		F.P.	Cornerstone Reader Drumbeats (Field Educational)		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL		MANIPULABLES	GAMES/
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT		
				Flannelboard Cut-outs Playschool Alphabet Board	Teacher A Games and Cards, Be Letters ABC Poste

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ENT	MANIPULABLES	GAMES/CARDS		
	Flannelboard Cut-outs Playschool Alphabet Board	Teacher Adapted Games and Anagram Cards, Beaded Letters ABC Posters	Student can indicate each time a vowel is shown by: 1. Raising his hand 2. Sorting them into one pile	Legend: F.P. - Foundation Program

Short Vowels 3201-3300

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3201	Giving short vowel sound of pictures and/or objects of one syllable		Given a row of objects or pictures, the student will identify the short vowels in each		
3202	Hearing short vowels (auditory discrimination)	IRI Word Analysis	Given a one-syllable word orally, having the short ___ vowel sound in initial or medial position, the student will identify sound heard		

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
n a row of objects or ures, the student will tify the short vowels ach						Modern Curriculum Press - Bks.1,2,3 A,B,C		
n a one-syllable word ly, having the short ___ l sound in initial or al position, the student identify sound heard					F.P.	Reading & Writing (Open Court) ·		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
Wollensack Teaching Tape (3M) ă					
EFI Learning Systems - Level B Box 301-305 EFI Learning Systems - Level C 2047 to 2057 2059 to 2060			Talking Pages		Open Cour Drill Car

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Teacher-pupil made wall charts from magazine cut-outs	
g		Open Court Response Drill Cards	Materials can be: 1. Teacher dictated 2. Taped, recorded, etc. 3. Tutor dictated Student will identify short ă sound: 1. By circling a picture matching the short ___ sound 2. By circling a letter 3. By writing the symbol for the appropriate short vowel sound	Legend: EFI - Electronic Futures, Inc.

Short Vowels

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES		TEAC
				O.H.	S.F
3203	Identifying vowel symbols and giving the short vowel sound (vowel may appear in word context - emphasis on pronouncing the short vowel)	IRI WAI	Given a specified vowel visually, student will be able to give the following short vowel sounds:	R.A.	Leve 2
			short ă	T 59	T97
			short ĕ	T140	T10
			short ĭ	T169	T57
			short ŏ	T88	T13
			short ŭ	T186	T16

HAVIORAL OBJECTIVES		TEACHER TEXTS					STUDENT - PRINT MATERIALS		
		O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
a specified vowel ly, student will be o give the following vowel sounds:		R.A.	Level 2	Level 3	Sign posts	F.P.	Open Ct. Reading & Writing (Gold Bk.) Basal Text Workbooks	Basal texts practice sheets Continental Press: 1) Phonics and Word Attack 2-1, 2-2 3-1, 3-2 4-1, 4-2 2) Variant Vowel Sounds	SRA-1a Readin Lab Level- SRA-II Readin Lab Level
short	ă	T 59	T97	T66	T62	T206			
short	ĕ	T140	T107	T105	T71	T240			
short	ĭ	T169	T57	T151	T93	T181			
short	ŏ	T88	T136	T183	T123	T230			
short	ŭ	T186	T162	T221	T145	T260			

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
EFI Mini-system #2047,2048 2054P #301		SVE Basic Primary Phonics (1-3)	Teacher-made EFI, Language Master cards	Vowel Pictures for Pegboard	Open Cour Sound Car Open Cour Drill Car Group Sou Game (Dol Dolch Vow (Garrard) Vowel Pos 1-3 (M. B Dolch Vow (Garrard) Ideal Vow Phonic Ru (Kenworth Lyons and Kit A-Lu Kit B Kit C-Cr Kit D-Cr Kit E-Cr C Vowel Bi
EFI Mini-system #2052,2053 2054B #302					
EFI Mini-system #2049,2050, 2054P #303					
EFI Mini-system #2055,2056 2057P,#303					
EFI Mini-system #2059,2060, 2061R					

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
e s	Vowel Pictures for Pegboard	Open Court Wall Sound Cards Open Court Response Drill Cards Group Sounding Game (Dolch) Dolch Vowel Cards (Garrard) Vowel Poster Cards 1-3 (M. Bradley) Dolch Vowel Lotto (Garrard) Ideal Vowel Chart Phonic Rummy (Kenworthy) Lyons and Carnahan Kit A-Lucky Duck Kit B Kit C-Crossover Kit D-Criss Cross Kit E-Cross Country Vowel Bingo	1. Specific vowel sound can be based on vowel symbols found in word setting. Child will identify symbol and then pronounce it 2. Tapes can be used to provide practice so that youngsters can give specific vowel sounds when the presentation is merely visually 3. EFI machine and Language Master, etc can be used to give extensive short vowel training	Legend: R.A.-Rolling Along F.P.-Foundatio Program

Short Vowels

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
3204	Identifying vowel symbols		Student demonstrates the ability to recognize visually short vowel one-syllable words (closed syllable) by marking the vowel with a short vowel macron (⌣) or otherwise identifying the vowel as short		
3205	Pronouncing words having short vowel sound - when all short vowels are alike		Given a group of one syllable words visually, all having the same short vowel sound, the student will blend the sounds and pronounce the words		

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
ent demonstrates the ity to recognize visually t vowel one-syllable words sed syllable) by marking vowel with a short vowel on (⌣) or otherwise tifying the vowel as t						Phonics We Use C,D (L.C.) p. 40 Reading in a Nutshell Cornerstone Readers Bakers Dozen Cracker jacks Drumbeats Eye & Ear Fun Time for Phonics B Reader's Digest Skill Practice Pad	VMI Masters Vowel Sounds (2-3)	
a group of one syllable s visually, all having the short vowel sound, the ent will blend the sounds ronounce the words					F.P.	Conquests in Reading (McGraw-Hill)		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
		VMI Transparency "Vowel Sounds" (2-3) Continental Press Phonics & Word Analysis Skills (2-1)			
Student reads list of words into blank tape			Talking Pages Level B		Students short vow on Vowel board

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Student can identify using: 1. A macron 2. Writing all words with the same sound in a column 3. Designating sounds by writing numbers that correspond with certain sounds	
g B		Students pronounce short vowel words on Vowel Bingo board		Legend: F.P. - Foundation Program L.C.-Lyons & Carnahan

Short Vowels

LEVEL 1,2,3,4 ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3206	Blending words having short vowels	IRI Word Analysis	Given one-syllable words visually, having a mixed selection of short vowels in medial position, the student will be able to blend and pronounce the words accurately.		

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
en one-syllable words ually, having a mixed ection of short vowels in ial position, the student l be able to blend and nounce the words accurately					F.P.	Open Court Reading & Writing (Gold Bk.) Reading in a Nutshell (Colfax Press) Phonics We Use (L.C.)	Continental Press	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
EFI Mini-system #2061, 2062 2063 #2058		Filmstrips 2297	Teacher-made EFI and Language Master cards	Teacher-constructed bentable cards to facilitate left to right blending Word Wheels (Phonogram approach)	Open Court Sound Card Open Court Drill Card Group Soun Game (Dolc Dolch Vowe (Garrard) Vowel Post 1-3 (Milto ley) Dolch Vowe (Garrard) Ideal Vowe Phonic Rum (Kenworthy Lyons and Kit A-Luck Kit B Kit C Cros Kit D Cris Cros Kit E Vowel Bing

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	Teacher-constructed bentable cards to facilitate left to right blending Word Wheels (Phonogram approach)	Open Court Wall Sound Cards Open Court Response Drill Cards Group Sounding Game (Dolch) Dolch Vowel Cards (Garrard) Vowel Poster Cards 1-3 (Milton Bradley) Dolch Vowel Lotto (Garrard) Ideal Vowel Chart Phonic Rummy (Kenworthy) Lyons and Carnahan Kit A-Lucky Duck Kit B Kit C Crossover Kit D Criss Cross Cross Country Kit E Vowel Bingo	Blending exercises can be promoted by: 1. "singing" the individual sounds 2. by use of teacher suggestions found in programs such as: Open Court, ITA, and Distar 3. EFI machine is a tool	Legend: F.P. - Foundation Programs L.C. - Lyons and Carnahan

Short Vowels

LEVEL 2-4 ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3207	Hearing short vowel sounds in stimulus words and matching the sounds to vowel symbols	IRI Word Analysis Test	A stimulus word given orally, the student demonstrates his ability to recognize the sound-symbol relationship of short vowel by choosing from x vowel symbols given visually		
3208	Hearing short vowel sounds in stimulus words and matching the sounds to choice words	F.V. Red Part 3 Phonetic Analysis Col.I B.O.#s 1-15 1-16 1-17 1-18 1-19	A stimulus word given orally and visually, the student demonstrates his ability to recognize the sound-symbol relationship of the short vowels by choosing from x words given visually and orally		
3209	Hearing and seeing short vowel sounds in stimulus word and matching to word choices given only visually	F.V. P.A. Red Pt.3 Col.II B.O.#s 1-20 1-21 1-22 1-23	A stimulus word given orally and visually, the student demonstrates his ability to recognize the sound-symbol relationship of the short vowels by choosing from x words given visually		

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
imulus word given orally, student demonstrates his lity to recognize the sound- bol relationship of short l by choosing from x l symbols given visually								
imulus word given orally visually, the student nstrates his ability to gnize the sound-symbol tionship of the short ls by choosing from x s given visually and ly								
imulus word given orally visually, the student nstrates his ability to gnize the sound-symbol tionship of the short ls by choosing from x s given visually								

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
EFI Learning Systems - Level C Tape 301-305	Talking Pages Level A				Sea of (Ideal) Vowel B (Teache made) Phonic (Ideal) Magic C Take - Fun With Dolch SRA Rea Word G
EPC-Level 3 Tape 2A Patterns, Sounds & Meanings Letters and Syllables (A,B)					

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MENT	MANIPULABLES	GAMES/CARDS		
		Sea of Vowels (Ideal) Vowel Bingo (Teacher-student made) Phonic Word Builder (Ideal) Magic Cards (Ideal) Take - Dolch Fun With Words - Dolch SRA Reading Lab I Word Games - Rose Brown	Material from basal texts adapted for objective Teacher's Manual Houghton-Mifflin gives sample duplicator exercises for these skills-this can be adapted and put on tape	
			Teacher presentation - Scott-Foresman - "Extending Competence" Houghton-Mifflin - "Teaching Reading Skills"	

Short Vowels

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
3210	Matching short vowel sounds when stimulus and choices are presented only visually		Given a stimulus word or picture and several picture or word choices, student indicates the picture representing words containing the same vowel sound as the stimulus (125)		
3211	Matching words with pictures based on vowel sound		Given visually a picture and _x_ words which differ in short vowel phonograms, the student indicates the word that matches the picture (124)		

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a stimulus word or re and several picture or choices, student indicates icture representing words ining the same vowel as the stimulus (125)					✓	Phonics We Use Modern Curriculum Press, Bks. A,B, 1,2 Barnell-Loft Working With Sounds . B Basal Text Workbooks	Continental Press Phonics and Word Analysis 2-1 p.17	
visually a picture and ords which differ in vowel phonograms, the nt indicates the word matches the picture (124)						Making Sounds Wor (MC) PPSW pp.2,3,5, 12,13,15. 28,31 Macmillan Lands of Pleasure ex. p.73		Durre Murgh

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
				Talking Pages Level A		
EPC Level 1 6A2	✓					

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
NT	MANIPULABLES	GAMES/CARDS		
				Legend: NC - New Century PPSW - Phonic Practice See & Write

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Short Vowels

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T
				O.H.
3212	Supplying missing vowel sounds in words given picture clues or sentence clues		Given a picture and a word with the short vowel sound-symbol missing, student will supply symbol	
3213			Given a sentence with one incomplete word, student completes word by supplying short vowel sound-symbol	

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		KITS OT
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	
ven a picture and a word th the short vowel sound-mbol missing, student will pply symbol						Programmed Reading Bk.3,4,5 (Webster) McCormick Mathern p.30 Atom Submarine (multisyllabic) Modern Curriculum Press	MacMillan pre-primer Continental Press Phonics and Word Analysis 2-1 p.14,15,16,17,18	
ven a sentence with one complete word, student mpletes word by supplying ort vowel sound-symbol						EL Working With Sounds B Unit 48 Phonics We Use Books B,C Lyons & Carnahan		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
Patterns, Sounds & Meanings Letters & Syllables (A,B)					

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
NT	MANIPULABLES	GAMES/CARDS		
				Legend: BL - Barnell-Loft

Long Vowels 3301-3400

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S.
3301	Given pictures of object - long vowels are identified		Given a row of objects or pictures, the student will identify the long vowel sound in each		
3302	hearing long vowel or vowels (auditory discrimination)	Stanford	Given a one-syllable word orally, having a long x vowel sound in initial or medial position, the student will identify sound heard		

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a row of objects or res, the student will ify the long vowel in each						Building Reading Skills McCormick Pocket Eye & Ear Fun McGraw-Hill Level 4 Reader's Digest Skillpad Level 1	V.H Masters Vowel Sounds (Gr. 2 & 3)	Old workb magaz
a one-syllable word y, having a long x sound in initial or l position, the student identify sound heard					T38-ē T82-ī T115-ā T132-ō T132-ū	Open Ct. "Learning to Read and Write" (Blue Bk.) New Phonics Skill text-Merrill B,C		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
		VMI Transparencies Grades 2-3	EFI Machine Language Master Teacher-made cards	Teacher-collected objects suitable in emphasizing long vowels	Pegboar Magic C (Ideal) Vowel L (Garrar
EFI Mini-system #2087 ee,ai oa	Open Court Record 1 Talking Pages Level C				Teacher pegboar Open Co Sound C

	KINESTHETIC			
MENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ine ige r er- cards	Teacher-collected objects suitable in emphasizing long vowels	Pegboard pictures Magic Cards-Vowels (Ideal) Vowel Lotto - (Garrard)	Student will: 1. Orally give the vowel sound heard 2. Circle the vowel symbol 3. Sort pictures or words by vowel sound 4. Write the vowel	
		Teacher-made pegboard cards Open Court Wall Sound Cards	Upon presentation, student will: 1. Raise his hand each time a specific vowel sound is heard 2. Circle symbol for vowel sound	Legend: T-Teacher's Edition EFI - Electronic Futures, In

Long Vowels
LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3303	Giving specific long sound orally		Given specific long vowel words visually, student will be able to give the following long vowel sounds orally	Roll-ing Along	E
			ā	T159	T
			ē	T140	T
			ī	T169	T
			ō	T38	T
			ū	T186	T
3304	Pronouncing long vowel words - all vowels being alike in a given group of words (ex: ā) bait bail mail stain		Given a group of one syllable words visually all having the same long vowel sound in initial or medial position, the student will blend the sounds and pronounce the words		

BEHAVIORAL OBJECTIVES		TEACHER TEXTS					STUDENT - PRINT MATERIALS		
		O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
en specific long vowel ls visually, student will able to give the following vowel sounds orally		Rolling Along	Book 2	Level 3	Signposts	F.P.	Reading in a Nutshell (Colfax)		
	ā	T159	T97	T66	T62	T115			
	ē	T140	T107	T105	T78	T38			
	ī	T169	T57	T151	T101	T82			
	ō	T38	T136	T183	T131	T132			
	ū	T186	T162	T221	T153	T152			
en a group of one syllable ls visually all having same long vowel sound nitial or medial position, student will blend the ds and pronounce the s						T48 ē T90 ī T117 ā T133 ō T154 ū	Word-lists from: Reading in a Nutshell (Colfax) Open Court "Learning to Read & Write" Building Reading Skills - McCormick Mathers-Streamliner		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
EFI Learning Systems - Spelling Box 9-309 EFI Learning Systems - Level C 2064 to 2069		Filmstrip 2298-2300			Flashcar Lyons an Spelling Games Ki Sea of V (Ideal)
Student reads specified words into blank tape			Language Master, EFI Machine		Open Cou Flash Ca

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHE INPUT
		Flashcards Lyons and Carnahan Spelling Learning Games Kit B,C,D,E Sea of Vowels (Ideal)	Student will: 1. Give vowel sound orally 2. Student will tape the vowel sound for specified word number	
ge , e		Open Court Sound Flash Cards	Student will look at list of words and: 1. Pronounce them to teacher, tutor, or tape	Legend: T-Teach Editi EFI- Electr Future

Long Vowels

LEVEL 1-4 and ungraded (3305) 2,3,4 ungraded (3306)

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T	
				O.H.	
3305	Identifying vowel symbols as long in words presented visually		Student demonstrates the ability to recognize visually long vowel one-syllable words by making the vowel with a long vowel macron (-) or otherwise identifying the vowels as long		
			(a) words having two vowels in a syllable		
			(b) words having more than one vowel in a syllable, one being the final e		
			(c) one syllable words ending in a vowel (open syllable)		
3306	Blending words having long vowels		Given one-syllable words visually, having a mixed selection of long vowels, the student will be able to blend and pronounce the words accurately		

ed (3306)

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OT
dent demonstrates the ity to recognize visually vowel one-syllable words aking the vowel with a vowel macron (-) or rwise identifying the ls as long						Reading in a Nutshell Open Ct. "Learning to Read & Write" Building Reading Skills-McCormick		Ato
) words having two vowels in a syllable					T47	Time for Phonics-McGraw Hill		
) words having more than one vowel in a syllable, one being the final e					T38	Conquests In Reading (Webster) Corner-stone Readers - Field Ed.		SRA Red 3,8
) one syllable words ending in a vowel (open syllable)					T40			
n one-syllable words ally, having a mixed ction of long vowels, the dent will be able to blend pronounce the words rately					T154	Open Court "Learning to Read & Write" Modern Curriculum Press-A,B, C, 1,2,3 B-L Working With Sounds-C,D		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
					Open Co Sound C
					Phonogra Phonetic Builder
					Phonogra Phonic D The New Drill Ca
					Phonogra cards
Student car tape specific list on blank tape			Talking Page Level C		Flashcar SRA Read Word Gam Vowels a Digraph F.A. Owe

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHE INPUT
		Open Court Wall Sound Cards	Student will 1. Mark worksheets 2. Give name of vowel symbol 3. Sort words according to specific long vowel rule	
		Phonogram Flashcards Phonetic Word Builder (Ideal)		
		Phonogram Flashcards Phonic Drill Cards- (I) The New Phonetic Drill Cards (K)		
		Phonogram Flash-cards		
ng C		Flashcards SRA Reading Lab I Word Games - silver green Vowels and Vowel Digraph Cards - F.A. Owen		K-Kenwor I - Ide BL - Bu Loft

Long Vowels

LEVEL 2,3,4 ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3307	Hearing long vowel sounds in stimulus words and matching the sounds to vowel symbols		A stimulus word given orally, the student demonstrates his ability to recognize the sound-symbol relationship of long vowels by choosing from _x_ vowels symbols given visually		
3308	Matching long vowel sounds in stimulus word given visually and orally to long vowel sound in choice words given visually and orally	F.V. P.A. B.O.# (1-20) to (1-24) 1-25, 1-26 2-5, 2-6, 2-7	A stimulus word given orally and visually, the student demonstrates his ability to recognize the sound-symbol relationship of the long vowels by choosing from _x_ words given visually and orally		

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
imulus word given orally, student demonstrates his ity to recognize the d-symbol relationship of vowels by choosing from vowels symbols given lly						Take words from any appropriate workbook such as: Reading in a Nutshell pp. 8-11 p.12,14, 18-20 Along New Ways 30 (Economy Co.)		
imulus word given orally visually, the student strates his ability to nize the sound-symbol ionship of the long s by choosing from x given visually and y						Eye & Ear Fun McGraw-Hill Level 3		

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
Teacher-made tapes Patterns, Sounds & Meaning - Letters and Syllables (A,B)	✓					
EPC-Level 3 Tape 2 B Patterns, Sounds & Meaning Views on Vowels (A,B) Patterns, Sounds & Meanings - Letters & Syllables (A,B)						

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Teacher presentation of specifically applicable workbook pages Group can hold up appropriate vowel-symbol when specific sound is heard (ā,ē,ī,ō,u)	
				Legend: AB-Allyn Bac

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Long vowels

LEVEL 2,3,4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T
				O.H.
3309	Matching long vowel sound of stimulus word given visually and orally to long vowel sound in choice words given only visually	FV.PA. E.O.# ol.II (1-20) to (1-24) 1-25, 1-26 2-5, 2-6 2-7	A stimulus word given orally and visually, the student demonstrates his ability to recognize the sound-symbol relationship of long vowels by choosing from x words given visually	
3310	Matching words with pictures based on vowel sound		Given a picture representing a one syllable word, the student indicates the vowel sound by following simple directions	

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS, OT
timulus word given orally visually, the student onstrates his ability to ognize the sound-symbol ationship of long vowels choosing from x words en visually						Building Reading Skills-Mc Cormick Jet Plane Reader's Digest Skillpad Level 2,3 Adv.		
en a picture representing ne syllable word, the dent indicates the vowel nd by following simple ections						Open Ct. Learning to Read & Write Making Sounds Work PPWS-C (New Century) Phonics with Write and See-C New Century Pub.		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
					Vowel P (Milto

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		Vowel Poster Cards (Milton Bradley)		
			To complete the word student: 1. Adds final e 2. Student chooses correct word from choices 3. Student writes the word	Legend: PPSW-Phoni With Writ and See

Long Vowels

LEVEL 2,3,4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3311	Matching stimulus word or pictures with other words or pictures by long vowel sound (visual identification)		Given a stimulus word or picture and several picture or word choices, student indicates the picture or word that contains the same vowel sound as the stimulus (125)		
3312	Completing sentences by supplying long vowel words based on choices supplied		Given an incomplete sentence and several word choices, student will supply long vowel words to fit the context based on choice words given		

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OT
n a stimulus word or ure and several picture ord choices, student cates the picture or that contains the same l sound as the stimulus)						MacMillan Lands of Pleasure ex. p. 17 Enchanted Gates B-L Working With Sounds - B Phonics We Use - Lyons and Carnahan C,D		Dur Mur
en an incomplete sentence several word choices, dent will supply long el words to fit the text based on choice words en						Phonics We Use Lyons & Carnahan B,C,D	V.M.I. Basic Word Attack Skills 1-3 Ass. Consonant & Vowel Sounds 3,4 Vowel Sounds 2,3 Continental Press - Phonics and Word Analysis Skills 2-1 pp. 21-22	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
		Transparency V.M.I. Basic Word Attack Skills 1-3 Ass. Consonant & Vowel Sounds 3,4 Vowel Sounds 2,3			

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MENT	MANIPULABLES	GAMES/CARDS		
				Legend: B-L-Burnet Loft

Vowel Skills - 3401-4000

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	O.E.
3601 3701 3801	Hearing stimulus vowel sounds, student identifies the sound-symbol(s) that matches stimulus sound		Hearing x vowel sounds in stimulus, student selects the vowel symbol(s) that matches stimulus heard as directed 3601 r-control S.A. T206	R.A. T75 T145 T174 T72 T191 T100
			3701 special vowels or vowel combinations eu, al, y, ŏw, ou, ie, ei	S.A. T206 T224 T243
			3801 diphthongs oy-oi	S.A. 206
			au-aw	S.A. T74
			oo	S.A. T109
			ou	S.A. T131
			ow	S.A. 141
			eu ew	S.A. 204

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.E.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OT
ing x vowel sounds in ulus, student selects the l symbol(s) that matches ulus heard as directed 601 r-control S.A. T206	R.A. T75 T145 T174 T72 T191 T100	Book 2-1 T137 T121	Lev.3 T65 T105 T161 T183	Pano. T167 T197	F.P. T168 T281			
701 special vowels or vowel combinations eu, al, y, ōw, ou, ie, ei	S.A. T206 T224 T243		Lev. 3 T205	Pano. T167 T203		Phonics We Use F (LC) ex: pp.50-51 teacher -read		
801 diphthongs oy-oi	S.A. 206	2-2 T215	Lev.4 T97	Rew. T262 Sec. T193	F.P. T305			
au-aw	S.A. T74	2-2 T210	Lev.3 205	Rew. T260	F.P. T286			
oo	S.A. T109		Lev.4 97					
ou	S.A. T131		Lev.4 125					
ow	S.A. 141	2-2 T116	Lev.4 97	Lions T134	F.P. T270			
eu ew	S.A. 204		Lev 3 T105	Pano T162	F.P. T57			

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/C
Teacher-made tapes EFI Mini-system #2089 2091R 318			Teacher-made cards Language Master EFI Machine	Blackboard or flannelgraph-directed lesson in Shining Bridges (M) pp.T97,125,388,409 410,411,511	Individua Cards (O.
EFI Mini-system #2090,2091R 2085 (all)				Blackboard activity with teacher Shining Bridges (M) pp.T173,223,229	
EFI Mini-system #2088 2086,2090, 2091R				Teacher-blackboard activity Shining Bridges (M) T pp. 349,397	
				Blackboard activity & teacher-Enchanted Gates(M) T321,322	
				Blackboard - Enchanted Gates (M) T186	
				Blackboard-teacher activity-Shining Bridges(M) T295	
				Blackboard-teacher activity-Enchanted Gates(M) p.T360	
				Blackboard-teacher activity-Better Than Gold p.T396	

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
rds e	Blackboard or flannelgraph-directed lesson in Shining Bridges (M) pp.T97,125,388,409 410,411,511	Individual Sound Cards (O.C.)	Teacher presentation to small group using appropriate workbook pages. Teacher-adapted material as in Worlds of Wonder (M) pp. 7, 11,21,36,91 Dr. Spello (M.H.) p.75 Phonics We Use Book E (L.C.) p.63 Book D, p.44	Legend: Pano-Panorama EFI-Electron Futures, Inc. O.C.-Open Cour R.A.-Rolling Along S.A.-Speeding Away M-MacMillan M.H.-McGraw-Hill L.C.-Lyons a Carnahan Rew.-Rewards Sec.-Secrets F.P.-Foundation Progr
	Blackboard activity with teacher Shining Bridges (M) pp.T173,223,229			
	Teacher-blackboard activity Shining Bridges (M) T pp. 349,397			
	Blackboard activity & teacher-Enchanted Gates(M) T321,322			
	Blackboard - Enchanted Gates (M) T186			
	Blackboard-teacher activity-Shining Bridges(M) T295			
	Blackboard-teacher activity-Enchanted Gates(M) p.T360			
	Blackboard-teacher activity-Better Than Gold p.T396			

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				Q.B.	S
3402 3602 3702 3802	Identifying vowel sounds in pictures		Given a picture, student will select vowel sound that matches the picture 3402 long vowels short vowels		
			3602 r-control		

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.B.	S.P.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
a picture, student will t vowel sound that es the picture 3402 long vowels						Phonics We Use D' (LC) ex:p35 M.C.P. ex: Bk.A-p.111 161; Book 2 p.24 Phonics We Use E (LC) ex:p50	Continental Press-Phonics and Word Analysis Skills 2-1 ex: pp.12 20,23 3-1 ex: pp.4, 5	
short vowels						Reader's Digest Skillpad 1 ex: p.27 Dr. Spello (MH) p.23, 24 M.C.P. ex: p.174 Bk.A		
3602 r-control						Making Phonics Work (NC) PPSW B pp.72,73 Phonics (NC) C ex: p.55 M.C.P. Bk. 2 as on p.92		

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/(
						Vowel Lott (G) Phonics We Learning G Vowel Domi (L.C.)

	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		Vowel Lotto Dolch (G) Phonics We Use - Learning Games Kit Vowel Dominoes (L.C.)	Material presented in Lands of Pleasure (M) as on p. 4 Shining Bridges (M) ex: p.73	Legend:
			Adapt material presented in Shining Bridges (M) as on p. 96	L.C.-Lyons an Carnahan M.C.P. - Modern Curriculum Pre M.H.- McGraw-Hill N.C.-New Century G - Garrard M-MacMillan PPSW-Phonics Practice See

3

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.R.	S
3402 3602 3702 3802 continued	Identifying vowel sounds in pictures		continued 3702 special vowels and/or vowel combination		
			3802 diphthongs		

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.E.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS, OTH
tinued								
3702 special vowels and/ or vowel combination						Making Phonics Work (NC) PPSW B ex: p.83 Modern Curriculum Press Book 2 as on p. 126		
3802 diphthongs						Making Phonics Work 4 (NC) ex: p.63,85,87 Making Sounds Work PPSW (NC) ex: A pp.28,42 43,56,57 76,77 B pp.9,19		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
					Phonics W Learning Full Stop
Patterns, Sounds and Meaning (Letters and Syllables) (A&B) p.37					

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		Phonics We Use - Learning Games Kit Full Stop (L.C.)	Adapt material presented in Shining Bridges (M) as on p.96	
				Legend: N.C.-New Century PPSW-Phonic Practice & Write L.C.-Lyons & Carnahan. M-MacMillan A&B-Allyn a Bacon

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T
				O.H.
3403 3603 3703 3803 3903	Hearing and seeing x vowel sounds in words and identifying them in word contexts		After hearing and seeing words containing a specified 1,2,3 or 4 vowel sounds, the student selects the vowel(s) as specified from a list of words dealing with 1,2,3,4 or 5 vowel sounds (1) 3403-long or short ex: X: jump, hope, sang, hog X: The cats jump at me	
			(2) 3603 - r-control	R.A. as on T75
			(3) 3703 - special vowels and/or vowel combinations	S.A. as T206

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS OT
er hearing and seeing words taining a specified 1,2,3 4 vowel sounds, the student ects the vowel(s) as cified from a list of ds dealing with 1,2,3,4 or owel sounds 3403-long or short ex: ă: jump, hope, sang, hog ă: The cats jump at me						Signposts (HM) ex:p.9 M.C.P. Book A ex: p.22		
3603 - r-control	R.A. as on T75	Book 2-1 as T121	Lev. 3 as on T65	Pano as T167	F.P. as on T168	Phonics We Use E (LC) ex: p.66 M.C.P. as on p.53 Book C		
3703 - special vowels and/or vowel combinations	S.A. as T206		Lev. 3 T205	Pano. T167		Phonics We Use E (LC) ex: p.77		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
PES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/C
tterns, unds & aning View n Vowels (A.B) ex: pp. 18-33,56-60 PC Level 3 2A1,2A2,2B1 2B2,3A1,3A2			EFI and Language Master (teacher-made) Talking Page-Level A,C (REC)	Blackboard presentation by teacher Flannel cutouts	Quiet Pal GWTG - (G) # Long
PC Level 3 B1,3B2 atterns, ounds & eaning-Letters & Syl- lables x:(A.B.)pp. 2-28					GWTG #H
PC Level 3 B1,3B2 atterns, ounds & eaning, etters & yllables x: Syl.47-48 yllables & ords (A.B)			EFI-Level D Box 20 #2090 Box 21 #2091		

	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
_ el)	Blackboard presentation by teacher Flannel cutouts	Quiet Pal (Ideal) GWTG - (G) Short #B,C Long #G		
		GWTG #H		Legend: HM-Houghton Mifflin M.C.P.-Moder Curriculum Press RA-Rolling Along Pano-Panoram F.P.-Foundat Program L.C.-Lyons & Carnahan S.A.-Speeding Away A.B.-Allyn & Bacon REC-Responsiv Learning Sys GWTG-Group Wor Teaching Gam
1			EPC-Educational Progress EFI-Electronic Futures, Inc. G-Garrard	

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3403 3603 3703 3803 3903 continued	Hearing and seeing x vowel sounds in words and identifying them in word contexts		(continued) (4) 3803 - diphthongs	S.A. T74	Bo 2- T2
			(5) 3903 - mixed vowels		

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
tinued) 3803 - diphthongs	S.A. T74	Book 2-2 T215	3-1 as on T83	Re-wards T260 Panc T91	F.P. as on T286			
3903 - mixed vowels						Phonics with Write & See (N.C.) Example: p.20,21, 28		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
EPC Level 3; 3A1, 3A2 Pattern, Sounds & Meaning, Letters & Syllables ex: 41,47, 43,37 Syllables & Words ex: 28-29					Group Wor Game #I (
Pattern, Sounds & Meaning, all ex. first (A.B) book					

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		Group Word Teaching Game #I (G)		
				Legend: S.A. -Speedi Away Pano - Pano F.P.-Foundat Program A.B.-Allyn & Bacon G-Garrard N.C.-New Century EPC-Educatio Progress EFI-Electroni Futures,Inc.

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
3404 3604 3704 3804 3904	Matching words according to vowel sound/symbol of key word		Given a key word and x choice words, the student indicates those words matching vowel sound of key word		Le T T

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
n a key word and x ce words, the student cates those words matching l sound of key word		Lev.3 T70 T71				Houghton-Mifflin example: Signposts p.5,17,20 28,32 Phonics We Use D (L.C.) ex. p.31 Phonics We Use E (L.C.) ex. p.47 New Phonics Skilltest Book C (M) ex. p. 29, 89 Building Reading Skills (M.M.) example: Streamliner p. 92 Jet Plane p. 67	Lands of Pleasure (M) ex: p. 47 Continental Press Variant Vowel Sounds	MR 20 p MR C 11 MR S 20

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
					Group So Game - D

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		Group Sounding Game - Dolch (G)		Legend: L.C.-Lyo Carnaha M-Merril M.M.-Mc- Cormic Mather G-Garrar MR-Missi Read

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
3405	Visual discrimination of x vowels sounds in words		Given a word visually, the student indicates a specific vowel sound in word(s) given as designated: 3405 short vowels 3405 long vowels (Objective continues on next page)		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a word visually, the t indicates a specific sound in word(s) given ignated: 05 short vowels 05 long vowels bjective continues n next page)						Reading in a Nutshell -Colfax Houghton-Mifflin Workbook Signposts p. 9,13,23 27,31,35, 40,41,42, 45,46,50, 53,54,60, 63,72,75, 67,68,98, 112,110, 108 Time for Phonics B (McGraw) example: p.66 Be a Better Reader A p.39 B p.39,40 C p.22,23 Phonics We Use C (L.C.) example: p. 92	VMI Vowel Sounds Basic Word Attack Skills Ass. Consonants and Vowel Sounds Continental Press-Phonics and Word Attack example: 2-1,2-2,3-1, 3-2,4-1,4-2 KITS (con.) MR Challenge 1 p.1; 2 p.2 6 p.1 MR Search 1 p.1, 2 p.2 4 p.2 MR Reach 7 p.1 10 p.2 MR Launch 1,7 p.1 MR Challenge 3,16 p.1, 9, 10,12, 14, 16 p.2 MR Reach 1 p.1 MR Search 8 p.1	SRA I Tan C Tan D SRA 1 Learn About Green 1,2,6 11,12 17 Red C 1,6,1 SRA I Blue SRA I Tan C 4,9, 5,10 Brown 4,9, Red B 1,6,1 7,12 Red 3,8,1 Orang 2,7,1 Gold 1,6,1 Gold 3,8,1 MR Lau 1,2,1

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
APES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
		Transparency VMI - Vowel Sounds Basic Word Attack Skills Ass. Consonant and Vowel Sounds			

	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Student will: (1) Write the words in columns according to their vowel sounds (2) make marcons to specify whether vowel sound is long or short Correlate material given in Shining Bridges (M) page 18	Legend: M.H.-McGraw Hill L.C.-Lyon Carnaha SRA-Science Research Associates VMI-Visual Materials I M.R.-Mission Read M-McMillan

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3605 3705 3805	Visual discrimination of x vowel sounds in words		Given a word visually, the student indicates a specific vowel sound in word(s) given as designated: 3605 r-controlled		
			3705 special vowels and/or vowel combination		
			ea	S.A. T224	
			al		
			y		
			ōw	Lev.3 T141	2 T
			ie	T243	
			ei		
			3805 vowel diphthongs		

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS, OT
a word visually, the ent indicates a specific l sound in word(s) given esignated: 05 r-controlled						Reading in a Nutshell (Colfax) Phonics We Use F (L.C) ex: pp. 50-58 Book D Lippincott ex: p.62	Continental Press Vowel Variants	SRA Brow Sec. Gree Sec.
05 special vowels and/or vowel combination ea	S.A. T224		Lev. 3 T205	Pano T203		Book D Lippincott ex: p.62	Lands of Pleasure (M) ex: p.27	
al								
y						Shining Bridges (M) p.13,109		
õw	Lev.3 T141	2-2 T117	Lev.4 T97	Pano T178	F.P. T132			
ie	T243			T203		Book Dp.7 (Lippin.)		
ei								
05 vowel diphthongs 5						Phonics We Use D (LC) ex: p. 58	Lands of Pleasure (M) ex: p.24 KITS (con) Aqua 2 C-F SRA IIb	SRA I Gree C- Red C- Brow C- Gold C-

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
					SRA Read Word Gam
				Blackboard presentation-Shining Bridges (M) T379	SRA Read Word Gam #36-38 Spelling Games Ki #3,5
					Kit E 1, (L.C.
				Shining Bridges (M) T 379	
				Shining Bridges (M) T 379	

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ENT	MANIPULABLES	GAMES/CARDS		
		SRA Reading Lab I Word Games - Red #35	Student proves that he can visually identify specific vowels by: (1) sorting teacher-made flashcards in piles by vowel sounds	
	Blackboard presentation-Shining Bridges (M) T379	SRA Reading Lab I Word Games - Red #36-38 Spelling Learning Games Kit D - #3,5 Kit E 1,3,4,5 (L.C.)	Adapt material presented in Enchanted Gates Workbook p. 124	Legend: SA-Speec Away Pano-Panorama F.P.-Foun tion Prc M-MacMi L.C.-Lyon Carnaha SRA-Scie Researc
	Shining Bridges (M) T 379			
	Shining Bridges (M) T 379			

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T	
				O.H.	
3406 3606 3806	Vowel substitution based on picture or word clue		Given a picture clue and/or context clue and x words which differ only in the medial vowel or vowels, the student indicates the word that goes with the picture and/or context. Example: cat cot 3406 - long and short said seed		
			3606 - r-control		
			3806 - diphthongs		

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS OT
en a picture clue and/or text clue and _x_ words ch differ only in the ial vowel or vowels, the dent indicates the word t goes with the picture /or context. xample: cat cot 06 - long and short said seed						Phonics We Use C (LC) ex: p.70,80 as on Bk. F p.26 Houghton Mifflin Example: Signposts Wkbk. p. 33,47,56 Reader's Digest SkillPad #2 ex.p23 →	Continental Press-Phonics and Word Analysis Skill 2 p.13 WORKBOOKS (con.) Time for Phonics (MH) Example: B p.66-67 Lands of Pleasure (M) ex. pp. 92-111	Dur Mur Sho 55- (H.
06 - r-control						Phonics We Use D (LC) ex: p.57,55 Modern Cur. Press Bk. C ex: p.50 Programmed Reading (MH) Bk.9 as on page 9		
06 - diphthongs						Dr.Spello (MH) as on p.28 Lands of Pleasure (M) ex. page 71		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
APES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ENT	MANIPULABLES	GAMES/CARDS		
			Principle of vowel substitution Extra practice given in More Than Words (M) as on page 95	
			Adapt material in More Than Words (M) as on page 12	Legend: L.C.-Lyons Carnahan M.H.-McGraw-Hill M - McMilla H.B.-Harcou Brace and Javonavich
			Adapt material in More Than Words (M) example page 6	

Mixed Vowels

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S.
3407 3607 3707	Based on context clue, student chooses words based on rhyming skills		Given an incomplete sentence with the word missing or incomplete, the student selects the word to fit the context using rhyming skills Tom was not to ______. flame same blame 3407 - long and short vowels		
			3607 - r-controlled vowels Tom had the right ______. four more score		
			3707 - special vowels or vowel combinations The clock struck ______. hate eight state		

BEHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
n an incomplete sentence the word missing or in- lete, the student selects word to fit the context g rhyming skills n was not to ______. lame same blame 07 - long and short vowels			Lev. 5 p.48			Modern Cur. Press Example: p.116 BkA Bk.3 Programmed Reading (MH) as in Book 4 p.59,95 Reader's Digest Skill Practice Book 1 as on p.41,42 Making Sounds Work as on pp. 36,37,52 80 Book 4		
07 - r-controlled vowels om had the right ________. four more score						Programmed Reading (MH) Book 5 ex. p.124		
07 - special vowels or vowel combinations he clock struck ________. hate eight state						Better Than Gold (M) ex: p.95		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
		Riddle a Rhyme Series #1100 to #1107		Teacher - Blackboard presentation = Shining Bridges (M) example: T pp.312, 370	Rhyming
				Teacher-Blackboard presentation as suggested in "Shining Bridges" T (M) as on p.420	

	KINESTHETIC			
MENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	Teacher - Blackboard presentation - Shining Bridges (M) example: T pp.312, 370	Rhyming (Ideal)	Student can select missing medial sound by writing the appropriate one. To review skill, use Reader's Digest Skill Test B2 example: p.32 Teacher can adapt to Barnell-Loft's Working With Sounds Book B example: pp.24-26 Teacher can adapt many exercises in Phonics with Write and See (NC) Book C as on pp.14,16, 26,27,54,65,66	Legend: MH-McGraw-Hill M-McMillan NC-New Cen
	Teacher-Blackboard presentation as suggested in "Shining Bridges" T (M) as on p.420			

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TR	
				O.H.	S.
3807			3807 - vowel diphthongs example: underline the rhyming word Please rejoice at the voice of the boys.		
3907			3907 - mixed vowels example: (1) Get out, my sweet and check the h__t. (2) Open the gate, My load is gr__t.		

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.P. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
- vowel diphthongs xample: underline the rhyming word ase rejoice at the voice the boys.			Lev. 5 p.48			Better Than Gold (M) as on p. 95 Making Sounds Work Book 4 ex. p.63		
- mixed vowels xample: Get out, my sweet and check the h__t. Open the gate, My load is gr__t.								

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	G
		Riddle a Rhyme Series #1100-1107		Teacher-blackboard activity as suggested in "Enchanted Gates" T (M) example pp. 186,226	

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	Teacher-blackboard activity as suggested in "Enchanted Gates" T (M) example pp. 186,226			
				Legend: M-MacMilla

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T	
				O.H.	S
3408 3608 3708 3908	Based on context clues, student chooses the medial vowel symbol		Given an incomplete sentence with the medial vowel(s) missing in a word, the student supplies correct vowel from choices given 3408 - long and short vowels Example: He likes d_g. a,i,o		
			3608 - r-controlled		
			3708 - special vowel and/or special vowel combinations 3908 - diphthongs Ex: The boys make n__se.		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
an incomplete sentence he medial vowel(s) g in a word, the t supplies correct from choices given - long and short vowels e: He likes d_g. a,i,o						Working With Words (BL) Bk.B example: p.33,36 Mod.Curr. Press Book C as on p.25 Making Sounds Wk. (NC) ex: PPSW A pp.28,42, 43,56,57 76,77 →	WORKBOOKS (con) Phonics We Use E (LC) Ex: p.51,55 Programmed Reading as in Book 10 pp.21 26,34,71 (MH)	
- r-controlled						Shining Bridges (M) ex: p.24 Programmed Reading (MH) as in Book 9 pp.1,67		
- special vowel and/or special vowel combinations - diphthongs The boys make n__se.								

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
				Legend: BL-Barnell-Loft NC-New Cent LC - Lyons Carnahan M.H.-McGraw Hill M - MacMill PPSW-Phonic Practice S & Write

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
3409 3609 3709 3809	Based on context clues, student chooses word with stated medial vowel.		Given an incomplete sentence, student supplies correct word from given choices using stated vowel sound 3409 - short and long vowels		
			3609 - r-control		
			3709 - special vowel or vowel combination		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
incomplete sentence, upplies correct word n choices using wel sound short and long vowels						Working WithSounds (BL) Bk.B as on pp. 31,32 Mod.Curr. Press B2 as on p.56 Phonics We Use F (LC) ex: pp.29,32 35,38,41	Continental Press Examples: 2-1 p.23 2-2 p.17,18 3-1 3-2 p.5 4-1 p.1,3,10	
r-control						Phonics We Use E (LC) ex: p.68 B-L Working With Sounds as in C 24-25 D 12-13	Continental Press-Variant Vowel Sounds as on p.1-11 2-2,p.19,21 3-1 p.16 4-2 p.4	MR Launch as on 9 p.1 (MR) MR Challenge as 10 p.1 13 p.1 MR Searc as on 5 p.1
pecial vowel or owel combination						Mod. Curr. Press C ex: p.89	Continental Press-Variant Vowel Sounds (al) p.13-15 2-2 p.20 (al) p.28 (y) 3-1 p.18 (al) 4-1 p.27	

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
EPC Level 2 6A, 6B	✓					

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
NT	MANIPULABLES	GAMES/CARDS		
				Legend: BL-Barnel Loft LC-Lyons & Carnahan EPC - Edu tional gress Co MR-Missio Read

Vowel Skills

EL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3809	Based on context clues student chooses word with stated medial vowel (continued from page 13)		Given an incomplete sentence, student supplies correct word from given choices using stated vowel sound 3809 - diphthongs		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
an incomplete sentence, nt supplies correct word given choices using d vowel sound - diphthongs			Level 5 p.48			Phonics We Use E (LC) as on p.80 Modern Curriculum Press Bk.2 ex: p.123,134 Book C p.89 Reader's Digest Skill Practice Book 2 as on p. 31 Working With Sounds (BL) Book C ex: p.22	Continental Press Variant Vowel Sounds Ex: pp. 12-21 26,27 3-1 p.18,10, 11,26 4-1 p. 8,27	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
				Puzzle - Continental Press 4-2	

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	Puzzle - Continental Press 4-2		Teacher adapted lesson as in Bakers Dozen (Cornerstone Readers F.E.P) as on p.104	Legend: F.E.P.-Field Educational Publication LC - Lyons & Carnahan BL-Burnell Loft

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3610 3710 3810 3510	Hearing ___ vowel sounds in stimulus words and matching the sounds to choice words	FV-PA B Obj. #1-31 1-32 1-33 1-34 2-22 3-13	A stimulus word given orally and visually, the student demonstrates his ability to recognize the sound-symbol relationship of 1,2,3 or 4 vowels by choosing from x words given visually and orally 3610 - r-controlled vowels		
		3-15 1-29	3710 - special vowel combinations		
		1-28 1-30 2-9 3-9 2-21, 2-20	3810 - diphthongs		
		2-17 2-18 2-19	3510 - phonograms		B 2 T

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
lus word given orally sually, the student trates his ability to ize the sound-symbol onship of 1,2,3 or 4 by choosing from x given visually and r-controlled vowels								
special vowel combinations								
diphthongs								
phonograms		Bk. [illegible] T176		Sec-rets T172	F.P. T95			

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Teacher-presentation as in Building Reading Skills (M.M.) Atomic Book example: page 43	
			Teacher directed activities as in Building Reading Skills Space Ship Book as in p.35 (M.M.)	Legend: FV-Fountain Valley M.M.-McCormick-Mathers F.P.-Foundation Progra L.C.-Lyons & Carnahan B Obj.# - Behavioral Objective, number M-MacMillan
			Use Teacher's Guide to "Lands of Pleasure" (M) as on p. 225	

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.B.	S
3611 3711 3811 3511	Hearing ____ vowel sounds in stimulus words and matching the sounds to choice words	FV. PA B.Obj. # 1-31 1-32 1-33 2-22 3-13	A stimulus word given orally and visually, the student demonstrates his ability to recognize the sound-symbol relationship of 1,2,3 or 4 vowels by choosing from ___ words given visually only. 3611 - r-controlled vowels		
		3-15 1-29	3711 - special vowel combinations		
		1-28 1-30 2-9 3-9 2-21 2-20	3811 - diphthongs		
		2-17 2-18 2-19	3511 - phonograms		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.B.	S.P.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
lus word given orally ually, the student rates his ability to ze the sound-symbol nship of 1,2,3 or 4 by choosing from ___ iven visually only. r-controlled vowels						Teacher presentation of words in Phonics We Use F (LC) ex: pp.50-58		
special vowel combinations								
diphthongs						honics We Use Bk.D (LC) as on p.30		
phonograms								

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
Patterns, Sounds and Meanings (AB) Letters and Syllables as on pp. 22,30					
Patterns, Sounds and Meanings (AB) Letters and Syllables examples: p. 43,46,47,48					
Patterns, Sounds & Meanings (AB) Letters & Syllables as on p.37-42 Syllables & Words as on p.28,29					

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Teacher adapted lesson as in Alphabet Soup (Cornerstone Readers-F.E.P.) as p.69	
				Legend: F.V.-Fount Valley A.B.-Allyn Bacon L.C.-Lyon Carnahan F.E.P.-Fie Education Publicat

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.E.	S.
3512	Identifying visually, and pronouncing phonograms		The student will be able to visually identify phonograms and know how to pronounce words using the phonogram approach Ex: ight udge	Level 4 T243	T1

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	B.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
dent will be able to y identify phonograms w how to pronounce words he phonogram approach ight udge	Level 4 T243	T176	T173	Sign post T87 T103 T110 T116 T125 T133 T146 T160 T172 T223	T95	Reading in a Nutshell (Colfax) Mod. Curr. Press Bk. A p.165 Working With Sounds (B.L.) example: Book A pp.47-50 Book B pp.27-29 Dr. Spello example: p.18 (K) Basic Series A.B.C. Building Reading Skills (MM) Streamliner as on p.42 S.F.System Level 4 example: pp.46,47 Book C (Lippincott) ex: p.89 Book L as on 78,101	S.F. Systems as on p.43 Level 4	SRA IIa example Brown 8,9,11 Green Sec.C- #1,4 SRA Ia Aqua Purple Orange Olive

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
Teachermade tapes - worksheets Kievit-taped Nutshell pages			Talking Page	You Can Read (MB)	Black senta drill Phono cards

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
g	You Can Read (MB)	Blackboard presentation and drill Phonogram flash cards		Legend: B.L.-Barnel Loft M.M.-McCormick Math S.F.-Scott Foresman S.R.A.-Science Research Associate M.B.-Milt Bradley K-Kenworth

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3513	Matching words by phonograms with emphasis on vowel sounds, to context		Using context and _x_ words which differ in their phonograms, the student indicates the word that fits in the context Example: 1. badge fudge 2. I ______ the ball caught thought		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.P.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
context and _x_ words differ in their phono- , the student indicates ord that fits in the xt mple: badge fudge I ______the ball caught thought						Building Reading Skills(MM) Atomic ex: p.45 Making Sounds Work (N.C.) PPSW B examples: pp.2,3,5, 12,13,15, 28,31 (short phono.) PPSW B examples: pp.10,20, 23,24,29, 32-35,50, 53,54		Durrel Murphy Phonic (Long Phonog ex:68- Short Phonog ex: 55

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
EPC Level 1 6 A2	✓					
Level 2 4A						
EFI Mini-system$2085 (all,ay,at)						

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
NT	MANIPULABLES	GAMES/CARDS		
			Adapt example p.101 Book D (Lippincott) to objective Student indicates the word by: (1) circling one of the choices (2) by writing the new word (3) by sorting pictures (4) by playing domino with emphasis on vowels	Legend: M.M.-McCorm Mathers N.C.-New Century PPSW-Phonic Practice & Write EPC-Educati Progress C EFI-Electr Futures,Inc

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	
				O.H.
3614	Identifying visually, know rule and identify r-controlled vowel sound by pronouncing it	IRI WA	Student will demonstrate his knowledge of phonic rules when meeting r-controlled vowels by identifying them visually and individually pronouncing the following and/or in word context	R.A.
			ar	T72
			er	T145
			ir	T175
			or	–
			ur	T191

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
t will demonstrate his dge of phonic rules eeting r-controlled by identifying them ly and individually ncing the following and/ word context	R.A.	Level 2	Lev. 3	Sec.	F.P.	Reading in a Nutshell p.13 Conquests in Reading p.76		
ar	T72	T101	T66	T82	T281			
er	T145	T117	T105	T117	T168			
ir	T175	T64	T151	T88	T168			
or	-	-	T183	-				
ur	T191	T163	T221	T153	T168			

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
	✓	Filmstrip#2302	EFI Level D #2089-2091 EFI Spelling #318		Dolch Group Wo Game - G (Garrard

NT	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	MANIPULABLES	GAMES/CARDS		
el - n- 18		Dolch Group Word Teaching Game - G & H (Garrard)		Legend: R.A.-Rolling Along Sec.-Secrets F.P.-Founda. Program EFI-Electron Futures,Inc

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T
				O.B.
3714	Identify visually, know rule, and pronounce vowel combinations		The student will demonstrate his knowledge of vowel rules by identifying visually, pronouncing the following special vowels and/or vowel combinations individually and/or in word context	Level 2
			y	T95
			al	-
			ōw	Level 3 T141
			ie	Bk.4 T243
			ei	-
			variant ou	
			ea	S.A. T224
			ear-air	Bk.4 T230

EHAVIORAL OBJECTIVES		TEACHER TEXTS					STUDENT - PRINT MATERIALS	KITS/ OTHE
		O.R.	S.F.	S.F. SYS.	H.M.	C.C.	WORKBOOKS	
tudent will demonstrate nowledge of vowel rules entifying visually, uncing the following al vowels and/or vowel nations individually r in word context	y	Level 2 T95	Lev. 3 T98	-	Sign post T250	F.P. T84	Reading in a Nutshell Making Sounds Work 4 (NC) example:p.53 Reader's Digest Skill Practice Pad ex: p.22 Advanced Phonics We Use C (LC) example: p.73,75	
	al	-	-	Lev. 3 T65	-	-	Phonics We Use E (LC) ex: p.61 F p.75	SRA I Brown Sec.C
	ōw	Level 3 T141	Lev. 2-2 T117	Lev. 4 T97	P. T178	F.P. T132	Phonics We Use C (LC) ex: pp.18-20	
	ie	Bk.4 T243	-	-	Pano T203	-	More Than Words (M) ex. p.80, p.17	
	ei	-	-	-	-	-	Making Sounds Work 4 (NC) ex: p.53	
variant	ou						Eye & Ear Fun Book 3 (W.M.H.) example: p.51 Shining Bridges (M) ex. p.73 Book C (Lippincott) ex. P.119 Phonics We Use (LC) F ex: p.57	
	ea	S.A. T224			Pano T203		Phonics We Use (LC) F pp.50-51 Shining Bridges (M) ex: p.53	
	ear-air	Bk.4 T230	2-2 T157				Building Reading Skills (MM) J p.44-45 More Than Words (M) ex: p.42 Book D (Lipp.) ex: p.62	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
Patterns, Sounds & Meanings Syllables & Words (A B)					
P.S.& M. Letters & Syllables p.47			EFI Level D #2090-2091		
P.S.& M. Syl. & Words (A.B.) Letters & Syl. ex: p.43-45					

T	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	MANIPULABLES	GAMES/CARDS		
			Teacher can vary approach as suggested in Better Than Gold (M) p.95, Shining Bridges (M) example p. 128	Legend: F.P.-Foundati Program N.C.-New Century L.C.-Lyons & Carnahan M-McMillan SRA-Science Research Ass Pano-Panorama W.M.H.-Webste McGraw Hill M.M.-McCormic Mathers EFI-Electroni Futures Inc. AB-Allyn Bac

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3814	Identify visually, know rule, and pronounce vowel diphthongs		The student will demonstrate his knowledge of phonic rules when meeting vowel diphthongs by identifying them visually and pronouncing the following individually and/or in word context		
			ou ow	Lev. 3 T141	Le 2 T1
			au aw	-	-
			oi oy	-	-
			eu ew	Lev. 3 T242	Le 2 T1
			$\breve{oo}$ $\overline{oo}$		Le 4 T9

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS		KITS/ OTHER
tudent will demonstrate owledge of phonic rules eeting vowel diphthongs ntifying them visually onouncing the follow- dividually and/or in ontext ou ow	Lev. 3 T141	Lev. 2 T116	Lev. 4 T97	Lions T134	F.P. T270	Reading in a Nutshell (Colfax) ex:pp.16-18 Phonics We Use (LC) ex: F p.56 Conquests in Reading (W.M.H.) ex: 73-74		
au aw	-	-	Lev. 3 T65	-	-	Crackerjacks (cornerstone Readers FEP) ex: p.128 Phonics We Use F ex: p. 53		
oi oy	-	-	Lev. 4 T97	-	-	Phonics We Use F ex.p. Conquests in Reading (W.M.H.) ex: 71-72		55
eu ew	Lev. 3 T242	Lev. 2 T195	Lev. 3 T122	Lev. 3 T162	F.P. T157	Eye & Ear Fun Book 3 (WMH) ex: p.41		
o͝o o͞o		Lev. 4 T97				Phonics We Use F (LC) p.52 Conquests in Reading (WMH) ex: 71-72		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
EFI-Level D #2086					
EFI-Level D #2086					

NT	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	MANIPULABLES	GAMES/CARDS		
			Review of diphthongs as in Elbow room (Cornerstone Readers FEP) example p.65 Teacher adapted to sample on Reader's Digest Skill Practice 2, example p.31 Student can classify vowels according to directions by (1) mark with macron (2) Number them according to rules	Legend: F.P.-Founda tion Progra WMH-Webster McGraw Hill FEP-Field Educational Publication L.C.-Lyons Carnahan EFI - Electr ic Futures Inc.

Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T	
				O.H.	
3415 3515 3615 3715 3815 3915	Visually identifying vowels according to rules (mixed vowels given)		Student visually identifies vowels within words and indicates their sound by classifying according to directions		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
t visually identifies within words and tes their sound by fying according to ions						Reader's Digest Skillpad Book 2 ex: p.24-28 Book 3 p. 23, Advanced p. 74 Phonics We Use D (LC) ex: p.91 F pp.50-58 Bakers Dozen (Cornerstone Readers (FEP) p.27		

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Review of diphthongs as in Elbow room (Cornerstone Readers FEP) example p.65 Teacher adapted to sample on Reader's Digest Skill Practice 2, example p.31 Student can classify vowels according to directions by (1) mark with macron (2) Number them according to rules	Legend: L.C.-Lyon Carnahan FEP-Field Education Publicati 6

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Vowel Skills

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3416 3516 3615 3715 3815 3915	Decoding vowels in multisyllabic words (See also syllabication section)		The student will demonstrate his ability to decode vowel sounds found in multi-syllabic words by following specific directions		
4000	Awareness of vowel rule exceptions and flexibility in decoding		Student will demonstrate his flexibility in using vowel rules in context by pronouncing vowels as context indicates		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.E.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
tudent will demonstrate bility to decode vowel s found in multi- bic words by following fic directions						Phonics We Use D (LC) ex: p.92 Dr. Spello (M.H.) Reader's Dig.Skill Prac.Pad Advanced ex.p.76 Eye & Ear Fun Bk.3 (WMH) p.3 Bk.4 p.91 Drumbeats (Cornerstone FEP) ex. p.117 Elbowroom ex. p.23		
t will demonstrate his ility in using vowel in context by pro- ng vowels as context tes						Phonics We Use D (LC) ex: p.27		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
				Teacher-blackboard presentation Shining Bridges (M) example T pp.311,375	

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	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Student will (1) pronounce multi-syllabic words orally	Legend: L.C.-Lyons & Carnahan M.H.-McGraw Hill FEP - Field Educational Publications M -MacMillan WMH-Webster, McGraw Hill
	Teacher-blackboard presentation Shining Bridges (M) example T pp.311,375			

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MOORESTOWN, NEW JERSEY

1973

AN APPROACH TO READING

K - 4

COMPILED BY ....

Lynda Bechdel
Mae De Moske
Lari Dhein

Irm Schoellkopf

WILLIAM R. KIEVIT
Asst. Supt. Curriculum & Instruction

MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

1973

PROACH TO READING IMPROVEMENT

K - 4

Nancy Hulme
Rita Johnson
Diane Wagner

Irm Schoellkopf

ARTHUR G. MARTIN
Superintendent of Schools

The Reading Improvement Guide is designed to be used as a working tool for the teacher. Much emphasis has been placed on an organizational framework which enables the classroom teacher to select and be aware of many materials available in teaching specific skills.

The attempt to organize and assemble skills, materials, and activities was a challenging one. We accept this book as our first step and look forward to continuing with more classroom teacher participation. Please make any notations in your guide that will be helpful toward improving your program.

The comprehension and study skill sections have not been completed. At this time the working guide will be divided into three parts. Our projection is a completed first draft over this next year.

We look forward to your contributions and suggestions. The final version of this guide depends on you.

MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
Moorestown, New Jersey

Reading Improvement Book K-4

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Structural Analysis - Compound Words

LEVEL 1-3 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5101	Identifying compound words		Given a list of compound words the student will identify the two words that make up the compound word as directed ex: butterfly mailman cowboy grandfather	Bk.2 T117 T120 Splendid Journey T57	Bk 1- .T 2- T

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
list of compound words dent will identify words that make up pound word as directed butterfly mailman cowboy grandfather	Bk.2 T117 T120 Splendid Journey T57	Bk. 1-2 T27 2-1 T93	Level 5 T199	Tigers T125 Signposts 101 Fiesta T100		Level 5 Studybook (SFS) example p. 31 Reader's Digest Practice Pad 1 ex: p.57 Enchanted Gates (M) ex: p.71 Cornerstone Readers (FEP) Alphabet Soup p.27 54,104 Crackerjacks p.6,22 Building Reading Skills (MM) Space Ship ex: p.58 New Phonics Skilltext (Merrill) Book B ex: p.15	Level 5 (SFS) p.32 VMI Master Basic Word Attack Skills p.24 Continental Press-Phonics and Word Analysis Skills 2-2 #16	SRA Ic Red D 4,9 14,19 SRA IIa Blue C,D,E #4,12 Brown C,D,E #3,7,12 Green C,D,E #5,7,12 Red C,D,E #5 Tan C,D,E #1,6,1

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
		VMI Transparency Basic Word Attack Skills p.11 example		Cyclo-teacher (teacher-made disc)	SRA R 1 Wo Blue

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
NT	MANIPULABLES	GAMES/CARDS		
	Cyclo-teacher (teacher-made disc)	SRA Reading Lab 1 Word Games Blue #24 .	Student identifies compound elements by: (1) dividing it into its component parts (2) circling each component word that makes the compound word Follow suggested presentation in "Lands of Pleasure" T (M) example p.426 Enchanted Gates T (M) example pp.76,79, 82,142,459,502 Lions (HM) p.T142	Legend: SRA-Science Research As VMI-Visual Materials I HM-Houghton Mifflin SFS-Scott Foresman System M-MacMillan MM-McCormick-Mathers FEP-Field Educational Publicatio T-Teacher's Edition

Structural Analysis - Compound Words

LEVEL 1-3 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5102	Matching words from two lists that can be combined into a compound word		Given two lists, each list containing parts of compound words, the student will match words from each list to make a compound word by following specific directions ex: cow house doll dog hot boy		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
wo lists, each list ing parts of compound the student will match rom each list to make und word by following c directions cow house doll dog hct boy						Shining Bridges (M) ex: p.31 Phonics Write & See C (NC) ex: p.32 Reader's Digest Skill Practice Pad Adv. ex: p.33 Skillpad ex: p.61 PhonicsWe Use Bk.E (LC) ex: p.26 Modern Curriculum Press B ex: p.45, 67 New Phonics Skilltext (Mer) Bk.D p.13 Dr.Spello (MH) p.46	Continental Press-Phonics and Word Analysis Skills 2-2 #9 3-1 #19 3-2 #10 4-1 #4 Panorama (HM) #8 Speeding Away (OH) #71	

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
EFI Learning System #2093 Level D Level C #328						

KINESTHETIC			
MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		Follow suggested teaching plan in Enchanted Gates T (M) example pp.155,524	Legend: M-MacMillan NC-New Century LC-Lyons & Carnahan Mer-Merrill MH-McGraw Hill OH-Open Highways EFI-Electronic Futures,Inc.

Structural Analysis - Compound Words

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5103	Identifying parts in compound words and pronouncing the compound word		When presented visually and/or orally with compound word, the student can identify each part as directed and will be able to read the compound word orally		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
esented visually and/ lly with compound word, dent can identify each s directed and will be o read the compound word						Enchanted Gates (M) ex: p.24, 62,71,110 More Than Words (M) ex: p.54, 123 R.D.Skill Practice Pad I p. 57,58,61 II p.42 III p.39 Adv.p.33 Conquests in Reading (MH) p.98 100 New Phonic Skilltext (Merrill) ex: Bk.A p.15,17, 53 Bk.C p.63 Magic World of Dr. Spello (MH) ex: p.45 Signposts (HM) p.93	More Power (OH) ex: p.40 p.70	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
EFI Learning Systems Level D #2093 Patterns, Sounds and Meaning (AB) Letters and Syllables ex: p.66-68 View on Vowels ex: pp.86-88		VMI Understanding Compounds and Suffixes	Talking Page (REC) Level C Book 10 EFI Machine teacher-made cards		

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
EC)			Follow teacher presentation in Tigers (HM) T p.125 (example)	
			Dinosaurs (HM) example: T p.198,288	
- rds			Rainbows (HM) example: T p.174	
			Signposts (HM) example: T p.101	
			Secrets (HM) example: T p.180	
				Legend: M-MacMillan MH-McGraw Hil HM-Houghton Mifflin OH-Open Highways EFI-Electroni Futures,Inc. VMI-Visual Materials,In AB-Allyn & Bacon REC-Responsib Learning System

Structural Analysis - Compound words

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5104	Distinguishing compound words	FV Structural Analysis p-6 1-6	The student will choose from a set of printed choices, which are given orally, the word that combines with the first part of the compound word, which is also given orally ex: some: one ball on		
5105		3-15	The student will choose from a set of choices, the word that makes a compound word when the stimulus word only is orally given		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
lent will choose from printed choices, e given orally, the t combines with the rt of the compound ich is also given me: one ball on								
lent will choose from choices, the word es a compound word stimulus word only y given								

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Adapt lesson in Enchanted Gates (M) T p.470 (example)	
			Adapt lesson in Rainbows (HM) example: T p.196 Secrets (HM) example: T p.60	Legend: M-MacMill HM-Hought Mifflin T-Teacher Edition

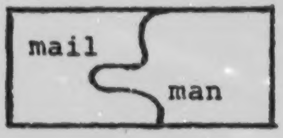
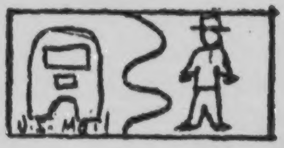
Structural Analysis - Compound Words

LEVEL 1-4 and ungrAded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S.
5106	Compound words in context		Given an incomplete sentence, the student chooses the correct compound word to fit the context		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.P.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
an incomplete sentence, udent chooses the t compound word to fit ntext						Working With Sounds (BL) BkC ex: pp. 26-28 Phonics We Use (LC) Bk.3 ex: p.47 Modern Curriculum Press B ex: p.44, 66 Read and Write Speeding Away (OH) ex: p.27 Studybook Level 5 (SFS) ex: p.24	Continental Press - Phonics and Word Analysis Skills 2-1 #27 Panorama (HM) #65,94 Fiesta (HM) #21,57 Moving Ahead (OH) #47 Splendid Journey (OH) #12 Level 5 (SFS) #21 Secrets (HM) #26	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
Patterns, Sounds and Meaning (AB) Letters and Syllables ex: p.68 View on Vowels ex: p.88 Teacher-made tape: student writes in blank second half of compound by responding to taped message ex: tape: dog student writes: house				Matching compounds on word wheel Sorting compound elements using playing card pair concept	Matchin or word (teache Playin by mat ments pound (teach

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
NT	MANIPULABLES	GAMES/CARDS		
	Matching compounds on word wheel Sorting compound elements using playing card pair concept	Matching picture or word puzzles (teacher-made)   Playing Domino by matching elements of a compound word (teacher-made)	Follow suggested presentation in Secrets (HM) ex. p.T 124 Student selects correct compound by: (1) selecting one of several choices (2) writing the appropriate compound word (3) underlining or circling the appropriate compound word	Legend: BL-Barnell-Loft LC-Lyons & Carnahan OH-Open Highways HM-Houghton Mifflin AB-Allyn & Bacon SFS-Scott Foresman System

Structural Analysis - Hyphenated Words

LEVEL 1-4 ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5201	Recognizing and utilizing hyphenated word forms		Given a sentence clue, student will be able to supply hyphenated word form as directed		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
sentence clue, will be able to hyphenated word form cted				Panorama T121				

Structural Analysis - hyphenated words

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
			Talking Page Level C Book 10		

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Teacher presentation - this concept can be used as necessitated by sight words introduced	

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Structural Analysis - Inflected Endings: Names of Persons, Places or Thi

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5301	Inflected Endings (base words and variant endings) Classifying pictures as singular or plural		Given picture clues, student will determine whether a word is singular or plural by writing the numeral 1 or 2 or by matching the singular and plural words to pictures		

Names of Persons, Places or Things

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
icture clues, student termine whether a word ular or plural by the numeral 1 or 2 atching the singular ral words to pictures						Modern Curriculum Press Bk.2 ex: p.100,101 Phonics We Use B (LC) ex: p.58 Eye and Ear Fun (MH) Bk.1 ex: p.1,2 Making Sounds Work (NC) Bk.4 ex: p.1 Programmed Reading (MH) Bk.9 ex: p.82, 89 More Power (OH) ex: p.54 Worlds of Wonder (HM) ex: p.34	VMI Basic Word Attack Skill #7 Starter Concept Cards (OH) #65,10 More Power (OH) #71	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
EFI #2094 2095 2096 Level C #321 314 315		Filmstrip #1051 Trans. VMI Basic Word Attack Skills example p.7	Talking Page Level C Book 8		SRA Read Word Gam Blue #22 Phonetic Cards (K)

	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		SRA Reading Lab I Word Games Blue #22-23 Phonetic Drill Cards (K) A,B,C	(1) Word lists with a singular and plural column can be constructed (2) S or Pl can be written behind each word form (3) 1 or 2+ can be written behind each word form	Legend: LC-Lyons & Carnahan MH-McGraw Hi NC-New Centu OH-Open High ways HM-Houghton Mifflin K-Kenworthy VMI-Visual Materials I EFI-Electron Futures Inc. SRA-Science Research As

Structural Analysis - Inflected Endings: Names of Persons, Places or Thi

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5302	Inflected ending Forming plural nouns by adding "s"		Students will be able to form plurals of certain specific words by adding the s ending	Ready to Roll T 37	Bk Tl
5303	Forming plural nouns by adding "es"		Students will be able to form plurals of certain specific word by adding the es ending	More Power T204	

Names of Persons, Places or Things

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
s will be able to form of certain specific y adding the s ending	Ready to Roll T 37	Bk.1 T196	Lev. 5 T104	Tigers T150		Reader's Digest Reading Skill Practice Pad 1 p.44 2-p.33 3-p.27,28 31,33,46 76 Modern Curriculum Press Bk.2 ex: p.100	VMI Basic Word Attack Skills Level - 3-4 #7 Moving Ahead (OH) #52	SRA IIa Blue C,D,E 2,6,10 Brown C,D,E #1 Webster Word Wheels #16 SRA IIb Brown E 2,7,12
ts will be able to lurals of certain ic word by adding the ing	More Power T204			Rainbows T233		Reader's Digest Reading Skill Practice Pad #1 -p.44 #2 -p.33 #3 -p.27, 28,31,33, 45,76 Modern Curriculum Press Bk.2 ex: p.101, 103 Bk.C ex: p.72		Red E 6,11 SRA Ia Blue C 1,6,11, 3,7,13, Brown D #1,6,11, 16

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
EFI #2094 Level D Patterns, Sounds and Meaning (AB) View on Vowels ex: p.9		Trans. VMI Basic Word Attack Skills example: Level 3-4 p.7	Talking Page Level C Book 8	Cyclo-teacher (teacher-made activities)	Provide cards wi or base flashcar ending - student these
EFI #2094 Level D Patterns Sounds and Meaning (AB) View on Vowels ex: p.10					

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
Cyclo-teacher (teacher-made activities).	Provide flash cards with root or base word and flashcards with ending - ask student to match these	Teacher adapt lesson from Working With Sounds (BL) Book C example: p.29	
			Legend: BL-Barnell Loft AB-Allyn & Bacon OH-Open Highways SRA-Science Research As EFI-Electron Futures, Inc VMI-Visual Materials In

Structural Analysis - Inflected Endings: Names of Persons, Places or Thi

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5304	Forming plural nouns by changing roots		Students will be able to form plurals of words ending in "f" by changing the same to "v" and adding "es"		
5305	Inflected endings forming plural nouns by changing roots		Given a singular noun ending in "Y" the student will write its plural by dropping the "y" and adding "ies" ex: pony baby	Bk.4 T144	B T

Names of Persons, Places or Things

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
s will be able to form of words ending in changing the same to adding "es"						Modern Curriculum Press C p.73,74 Cornerstone Readers (FEP) Drumbeats ex: p.40 More Than Words (HM) ex: p.9,67 New Phonics Skilltext (Mer) Bk. C ex: p.51	Phonics and Word Analysis Skills (CP) 3-2 #13	See Kits Under #5302 #5303
singular noun ending the student will ts plural by dropping and adding "ies" pony baby	Bk.4 T144	Bk.2 T201		Panorama T343		Reader's Digest Skill Pad #2 p.34 Modern Curric. Press 2 ex: p.102, 104 Bk.C p.71 New Phonics Skill text (Mer) Bk.B ex: p.45,50	VMI Basic Word Attack Skills Level 3-4 #7	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
EFI #2096		Trans. VMI Basic Word Attack Skills Level 3-4 p.7		Cyclo-teacher (teacher-made wheels)	

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
Cyclo-teacher (teacher-made wheels)			Legend: FEP-Field Educational Publication HM-Houghton Mifflin Mer-Merrill CP-Continent Press EFI-Electron Futures Inc. VMI-Visual Materials I

Structural Analysis - Inflected Endings: Names of Persons, Places or Thin

EVEL 1-4 and ungraded

EPT BER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5306	Inflected endings noun plural, forming plurals of certain irregular words		Students will be able to form plurals of certain irregular words in forming plurals Ex: child children		
5307	Classifying words as singular or plural		Students will be able to associate the concept of number by specifying whether the given noun is singular or plural as directed Ex: dog 1 ducks 2		

ames of Persons, Places or Things

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
s will be able to form of certain irregular n forming plurals child children						New Phonics Skilltext (Mer) Bk.C ex: p.37,42, 69,89 Reader's Digest Skillpad Bk.2 ex: p.34 Cornerstone Readers (FEP) Crackerjacks p.40		
s will be able to te the concept of by specifying whether en noun is singular l as directed dog 1 ducks 2						Read & Write RTR (OH) ex: p.6 New Phonics Skill text (Mer) Book B ex: p.12	SFSystems Masters Level 5 ex: #23 Phonics and Word Analysis Skills (CP) 2-1 #4 Ready to Roll (OH) #55	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
APES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
				Blackboard presentation Flannelboard letters	
				Flannelboard letters Blackboard presentation	

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
Blackboard presentation Flannelboard letters			
Flannelboard letters Blackboard presentation			Legend: Mer-Merrill FEP-Field Educational Publication OH-Open Highways SF-Scott Foresman CP-Continental Press

Structural Analysis - Inflected Endings: Names of Persons, Places or Thi

LEVEL 1-4 and ungraded

CEPT BER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5308	Writing plural form of specified nouns		Given visually a singular noun, the student correctly writes or indicates its plural form as directed		
5309	Inflected endings Using sentence context to select plural noun form		Given a sentence visually containing a noun that should be in its plural form, the student supplies the plural as required		

Names of Persons, Places or Things

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
visually a singular the student correctly or indicates its form as directed						Corner-stone R. (FEP) Drumbeats ex: p.28 Dr. Spellc (MH) ex: p.34 Finding Out (HM) ex: p.42 112 New Phonics Skill text (Mer) Bk. ex: p.9	Phonics and Word Analysis Skills (CP) 2-1 #29,30	SRA Ic Blue D 1,6,11 SRA II Brown 2,7,12 Red E 6,11
n sentence visually ning a noun that should its plural form, the t supplies the plural uired						Read and Write RTR (OH) ex: p.7 Rolling Along (OH) ex: p.33 New Phonics Skill text (Mer) Bk.A ex: T p.41,45	Ready To Roll (OH) #9	SRA II Green C,D,E #5,7,1 12 SRA II Brown 2,7,12 Red E 6,11

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
			Legend:
		Blackboard work When this skill is stressed, teacher can emphasize writing plural correctly in all written work - especially in content area	Mer-Merrill FEP-Field Educational Publication MH-McGraw Hi HM-Houghton Mifflin OH-Open highways CP-Continen Press SRA-Science Research Assoc.

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Structural Analysis - Inflected Endings: Names of Persons, Places or Thi

LEVEL 1-4 and ungraded

CEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S
5310			Given a sentence with a missing noun, the student chooses from x choices the correct noun form (either singular or plural)		

Names of Persons, Places or Things

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	ITS/ OTHER
a sentence with a g noun, the student s from x choices the t noun form (either ar or plural)						Working With Sounds(BL) Bk.A ex: p.31,32 Shining Bridges (M) ex: p.20	Ready to Roll (OH) #8 Moving Ahead (OH) #53 Rolling Along (OH) #38	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
PES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
EPC Level 1 11A1 11A2 EPC Level 2 9A1 EPC Level 3 5A1					

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
			Legend: BL-Barnell Loft M-MacMillan OH-Open Highways EPC-Educational Progress Corp.

Structural Analysis - Inflected Ending: Names of Persons, Places or Thing

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5311	Inflected endings - Using sentence context to select singular or plural form of nouns		Given a sentence visually containing an incorrect noun, the student changes it either to plural or to singular as the sentence context suggests		

mes of Persons, Places or Things

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
sentence visually ng an incorrect noun, ent changes it either l or to singular as ence context suggests						New Phonics Skill text (Mer) ex: p.51		SRA IIa Gold C,D,E #1,6,11 Red C,D,E #5,9 Green C,D,E #5,7,11 12 SRA IIb Brown E #2,7,12 Red E #6,11

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
				Blackboard presentation Flannelboard letters	

	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	Blackboard presentation Flannelboard letters		Teacher adapt from Cornerstone Readers (FEP) Alphabet Soup example: p.84 Children should be encouraged to check their own written work in all areas for this skill	Legend: Mer-Merril SRA-Science Research Assoc. FEP-Field Education Publicatio

Structural Analysis - Inflected Endings - Names of Persons, Places or Thi

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5312	Inflected Endings Making nouns of verbs		Given x action words, students will be able to add specified endings to make nouns ex: farm $\xrightarrow{er}$ farmer relate $\xrightarrow{tion}$ relation	Moving Ahead T213	B T

Names of Persons, Places or Things

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
x action words, s will be able to add ed endings to make farm $\xrightarrow{er}$ farmer relate $\xrightarrow{tion}$ relation	Moving Ahead T213	Bk.2 T126		Signpost T211	F.P. T202	Reader's Digest Skillpad #2 ex: p.40 Conquests in Reading (MH) ex: p.46 Working With Sounds (BL) Book A ex: p.35, 36 Bk.B. ex: p.11,12 Eye & Ear Fun (MH) Bk.1 ex: p.3 Programmed Reading (MH) Bk.10 ex: p.37 Moving Ahead (OH) ex: p.60 Splendid Journey (OH) ex: p.27	Phonics and Word Analysis Skills (CP) 2-1 #26 Moving Ahead (OH) #78 Splendid Journey (OH) #36	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
Patterns, Sounds and Meaning (AB) View on Vowels ex: p.66-67 Letters and Syllables ex: p.59-62				Use teacher-made cyclo teacher wheel Webster Word Wheel student designates those suffixes that make nouns	

	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	Use teacher-made cyclo teacher wheel Webster Word Wheel student designates those suffixes that make nouns		Teacher adapt from Building Reading Skills (MM) Space Ship example: p.73 Teacher adapt lesson from Eye and Ear Fun (MH) Book 3 example: p.62 Language arts work can be related to reinforce this concept Adapt suffix work in Conquests in Reading (Webster)	Legend: F.P.-Founda tion Progr MH-McGraw H BL-Barnell Loft OH-Open High way CP-Continen Press AB-Allyn & Bacon MM-McCormic Mathers

Structural Analysis - Inflected Endings: Action Words

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES		TE
				O.H.	S
5351	Inflected endings (base word and correct variant ending) Selecting proper verb endings based on context clues		Given context clue, the student will be able to select the proper word ending for each action word		
			en	S.A. T233	Bk 2- T1
			ing	R.A. T165	Pr e T1
			s	M.A. T55	B T

(continued next page)

Action Words

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHEF
context clue, the t will be able to select oper word ending for ction word						R.D.Skill pad #3p.30 BL Working With Sounds A Unit 30-36 B Unit 11-12 C Unit 29 D Unit 14,21	Moving Ahead (OH) #37 Speeding Away (OH) #30	SRA Ic Green #4,9,1 19 SRA II Brown #3,8,1
en	S.A. T233	Bk. 2-2 T144		Sec. T68		M.C.P. Bk.C ex: p.70,71 Basic R. (L) 3-1 T16,17		
ing	R.A. T165	Primer T183	Level 7 T44, 45	Tigers T150	F.P. T202	Phonics We Use C (LC) p.22, 23 R.D.Skill pad #1p.4 #2 p.37 #3 p.30, 31,46,73, 76	VMI Basic Word Attack Skills Level 3-4 #8 Moving Ahead (OH) #36	SRA Ia Blue C 3,8,13, SRA IIa s,ed,in Blue C- 2,6,10 Brown C-E #1 SRA IIb Brown E 1,6,11
s	M.A. T55	Bk.1 T157		Tig. T124	F.P. T79	R.D.Skill pad #3 p.30,31, 46,73,76 Moving Ahead (OH) ex: p.27	Moving Ahead (OH) #36	

ntinued next page)

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL		MANIPULABLES	GAMES
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT		
EPC Level 1 11B1, 11B2, 12A1, 12A2, 12B1, 12B2, 13A1, 13A2 EPC Level 2 9A2, 9B1, 9B2 EPC Level 3 5A2, 5B1, 5B2					SRA Read Word Gam Blue #22 Phonetic Cards (K
EFI Level D #2094 Level C #313 Patterns, Sounds and Meaning (AB) View on Vowels p.13 Letters and Syllables ex: p.57,58		Transp. VMI Basic Word Attack Skills Level 3-4 p.8	Talking Page Level C Book 8		

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
	SRA Reading Lab I Word Games Blue #22,23 Phonetic Drill Cards (K) A,B,C	Student will select endings found on workbook pages following specific directions Student will listen to an auditory presentation, then choose specific inflected ending.	
		Adapt lesson from Modern Curriculum Press Book 3 ex: p.91 Adapt lesson from Working With Sounds (BL) Book A p.33	Legend: S.A.-Speedi Away Sec-Secrets R.D.-Reader Digest BL-Barnell Loft OH-Open High ways MCP-Modern Curriculum Press R.A.-Rolling Along L-Lippincot F.P.-Founda Program LC-Lyons & Carnahan M.A.-Moving Ahead

Structural Analysis - Inflected Endings: Action Words

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.
5351 continued			continued ed	R.A. T165	Pri er T1
			and ed that has sound of t or d	R.A. T165	

Action Words

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
inued ed	R.A. T165	Primer T170	Level 7 T44, 45	Rainbows T234	F.P. T41	Phonics We Use C (LC) p.23 R.D. Skill pad #2 p.37 #3 p.30, 31,46,73, 76	VMI Basic Word Attack Skills Level 3-4 #8	SRA Ia Blue C #3,8,1 18 Webste Word Wheels #16
and ed that has sound of t or d	R.A. T165		Level 6 T143	Rainbows T234		Phonics We Use C (LC) ex: p.21 Modern Curriculum Press 2 ex: p.105, 106,107 Bk.#3 ex: p.89,90 Making Sounds Work (NC) Bk.4 ex: p.68,69	Phonics and Word Attack Skills (CP) 4-2 #13	SRA Ic Blue D 5,10,1 20 SRA II Brown 8,13 SRA II Brown C 4,10

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
EFI Level D #2094 Level C #322 Patterns, Sounds and Meaning (AB) View on Vowels ex; p.12		Transp. VMI Basic Word Attack Skills Level 3-4 p.8	Talking Page Level C Book 8		SRA Rea Word Ga Blue #2 Phoneti Cards (

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
	SRA Reading Lab I Word Games Blue #22,23 Phonetic Drill Cards (K) A,B,C,	Teacher adapt from lesson Building Reading Skills (MM) Streamliner ex: p.65 Teacher adapt lesson from Working With Sounds (BL) Book A ex: p.34	
		Teacher adapt lesson from Basic Reading (L) 2-1 ex: T.p.44,45	

Legend:

R.A.-Rollin
Along
F.P.-Founda
tion Progra
LC-Lyons &
Carnahan
R.D.-Reader
Digest
NC-New Cent
CP-Continent
Press
L-Lippincot
K-Kenworthy

Structural Analysis - Inflected Endings: Action Words

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T	
				O.H.	
5352	Inflected endings (base word and correct variant ending) Changing base words to add endings		Given specific singular verb forms, student will be able to show flexibility in adapting base words to receive proper verb ending Ex: ride riding dropping final e		
			Ex: run running hid hidden doubling final consonant		

Action Words

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
pecific singular verb student will be able y flexibility in g base words to proper verb ending ide riding ropping final e						M.C.P.Bk. 2 p.111, 112 Bk.C p.59 Bldg.Reading Skill (MH) ex: Streamliner p. 67 Eye & Ear Fun (MH) Bk.B p.43 R.D.Skill pad#1p.47 Read & Write M.A. (OH) p.30	Moving Ahead (OH) example: #39,49,56 Splendid Journey (OH) #43	
un running id hidden oubling final consonant			Level 6 T204			R.D. Skillpad #1 p.49 #2 p.38 M.C.P.Bk. 2 p.109 C p.59 Working With Sounds(BL) Bk.C p.30		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
Patterns Sounds and Meaning (AB) View on Vowels ex: p.62-65 EFI Level C #311					SRA Read Word Gam Blue 22- Phonetic Cards (
Patterns Sounds and Meaning (AB) View on Vowels ex: p.39-43 EFI Level C #312					

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		SRA Reading Lab I Word Games Blue 22-23 Phonetic Drill Cards (K) A,B,C	Teacher adapt lesson from Basic Reading (L) 2-1 ex: T p.42,43 2-2 ex: T p.23,24	Legend: MCP-Modern Curriculum Press MM-McCormic Mathers MH-McGraw H OH-Open Highways R.D.-Reader Digest AB-Allyn& Bacon K-Kenworthy
			Teacher adapt lesson from Making Sounds Work (NC) Book 4 ex: p.78 Teacher adapt from Moving Ahead (OH) Read and Write ex: p.37	

Structural Analysis - Inflected Endings: Action words

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5352	continued		Ex: fly flies dropping Y and adding ies	Splendid Journey T166	E T2
			Ex: ied changing Y to I and adding ed	Splendid Journey T165	E T

Action words

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
x: fly flies opping Y and adding ies	Splendid Journey T166	Bk2 T200		Panorama T343		Reader's Digest Skillpad #2 p.38 Modern Curriculum Press Bk. C ex: p.71 Working With Sounds (BL) Bk. C ex: p.31	Phonics and Word Attack Skills (CP) 2-2 #24 4-2 #15	SRA Ic Blue D 4,9,14, Green D 2,7,12, SRA IIa Green C,D,E #9 Red C,D,E 2,4,7
Ex: ied changing Y to I and adding ed	Splendid Journey T165	Bk. 2 T200		Panorama T343		Modern Curric. Press Bk. 2 ex: p.104	Moving Ahead (OH) #50	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
Patterns Sounds and Meanings (AB) Letters and Syllables ex: p.55					SRA Rea Word Gam Blue 22 Phoneti Cards (

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		SRA Reading Lab I Word Games Blue 22,23 Phonetic Drill Cards (K) A,B,C	Teacher adapt lesson from Making Sounds Work (NC) Book 4 ex: p.78 Teacher adapt from Moving Ahead (OH) Read and Write ex: p. 37	Legend: BL-Barnell Loft CP-Continental Press OH-Open Highways AB Allyn & Bacon K-Kenworthy NC-New Century

Structural Analysis - Inflected Endings: Descriptive Words

LEVEL 1-4 ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5371	Inflected Endings - Changing adjectives to fit context by supplying correct ending or word with correct ending		Given a descriptive word, students will be able to choose the correct ending in sentence context		
			er	Moving Ahead T57	
			est	Moving Ahead T57	
			ly	Speeding Away T129	
			y	Moving Ahead T212	
			en		

Descriptive Words

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	C.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a descriptive word, ts will be able to the correct ending in ce context						Modern Curric. Press Bk. 2 ex: 116 Bk.C p.62 -64 Bk. 3 ex: p.92 Working WithSounds BL Bk.B ex: p.50 Reader's Digest Skillpad #2 p.39,41 43(ly er)	Splendid Journey (OH) #47 Speeding Away (OH) 55	SRA Ia Brown 4,9,1 SRA I Green 3,8,1 18 SRAIIb Brown 5,10,1 Red 3,18,1
er	Mov-ing Ahead T57	Bk.1 T196		Sec-rets T97				
est	Mov-ing Ahead T57	Bk.2 T130		Sign posts T153		Corner-stone Readers (FEP) Cracker-jacks ex: p.111,122		
ly	Speed ing Away T129	Bk.2 T61		Sign posts T192	F.P. T202	Reader's Digest Skillpad #2 pp.42, 43 (ly er)	Phonics and Word Attack Skills (CP) 2-2 #20 4-1 #18	Webst Word Wheel #21
y	Mov-ing Ahead T212	Bk.2 T214		Fi-esta T179	F.P. T164	M.C.P. C ex: p.68		
en						M.C.P. 3 ex: p.95	P.& W.A. Skills 2-2 #26	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
Patterns, Sounds and Meaning (AB) Syllables and Words ex: p.23,24				Blackboard presentation Flannelboard letters	SRA Rea Word Ga Blue 22
Patterns Sounds and Meaning (AB) Syllables and Words ex: p.25					

	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	Blackboard presentation Flannelboard letters	SRA Reading Lab I Word Games Blue 22-23	Teacher adapt lesson from Conquests in Reading (MH) ex: p.60 Teacher adapt lesson from Building Reading Skills (MM) Streamliner ex: p.66 Jet Plane ex: p.42 Teacher adapt material from Nutshell (C) on p.45	Legend: F.P.-Foundation Program BL-Barnell Loft FEP-Field Educational Programs M.C.P.-Modern Curriculum Press OH-Open Highways CP-Continenta Press AB-Allyn & Bacon MH-McGraw Hil MM-McCormick Mathers C-Colfax
			Adapt lesson from Modern Curriculum Press Book 3 ex: p.94	
			Teacher adapt from Webster Word Wheel #20	

Structural Analysis - Inflected Endings: Descriptive Words

LEVEL 1-4 ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5372	Inflected Endings - changing adjectives to fit context by supplying correct ending or word with correct ending		Given x descriptive words, the students will be able to choose the word that best fits the sentence context		
			er		
			en		
			ly		
			est		

Descriptive Words

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
x descriptive words, dents will be able to the word that best e sentence context						Modern Curriculum Press C ex: p.62 Moving Ahead (OH) ex: p.65 Speeding Away (OH) ex: p.53	Moving Ahead (CH) #83,80	SRA IIa Brown C,D,E #7,12
er						New Phonics Skill text (Mer) Bk.B p.35		
en						Modern Curriculum Press C ex: p.69		
ly						Basic Reading 5 (L) ex: T60	Phonics & Word Attack Skills (CP) 2-2 #24	
est						BetterThan Gold (M) ex: p.40 Basic Reading (L) 3-1 ex: T p.45		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
				Blackboard presentation Flannelboard letters	

KINESTHETIC			
MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
Blackboard presentation		Teacher adapt from Modern Curriculum Press Book 2 p.115	
Flannelboard letters		Teacher adapt from Building Reading Skills (MM) Jet Plane ex: p.88	
		Teacher adapt material from Nutshell (C) on p.44	
		Teacher adapt from Webster Word Wheels #18,19	
			Legend: OH-Open Highways Mer-Merrill L-Lippincott M-MacMillan CP-Continent Press MM-McCormick Mathers C-Colfax

All Inflected Endings

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5391			Student uses root words and inflected endings to form new words with correct spelling		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
t uses root words and ted endings to form new with correct spelling						Phonics With Write and See (NC) Bk.4 ex: p.2 Dr.Spello (MH) ex: p.34-44 Cornerstone Readers (FEP) Drumbeats ex: p.53, 70 Splendid Journey (OH) ex: p.47 Basic Reading (L) 4 ex:T66 New Phonics Skill text (Mer) Bk.D ex: p.7,11	Phonics and Word Analysis Skills (CP) 3-2 #13 4-1 #14 Splendid Journey (OH) #56,60,71 KITS (con.) Reach: 1p.2, 9p.2 11p.1, 13p.2	SRA I Gold C,D,E 1,5,1 SRA I Red E 2,7,1 Orange 2,3,7, 12,13 Gold 3,8,1 SRA I Brown 3,8,1 Tan D 2,7,1 MR Launch 3p.2 10p.2 15 p.2 Challe 1p.2,6 7p.2,8 13p.2, 15p.1, 16p.2, 17p.2, 20p.2 Search 3p.2,7 11p.2, 15p.2

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
Patterns, Sounds and Meaning (AB) View on Vowels ex: p.14,15 16					Spelling Games (L. Kit D Kit E

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
	Spelling Learning Games (L.C.) Kit D #4,5 Kit E #2	Teacher adapt material from Nutshell (C) example p.44-48 Teacher adapt from material in Phonics with Write and See (NC) Book 4 example p.45 Student should be encouraged to proofread all his written work for this skill when it is particularly stressed to meet this objective	Legend: NC-New Centu MH-McGraw Hil FEP-Field Educational Program OH-Open Highways L-Lippincott Mer-Merrill CP-Continenta Press AB-Allyn Bac MR-Mission Re LC-Lyons & Carnahan C-Colfax

Structural Analysis - Contractions

VEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5401	Contracted forms of words: Identifying base word in contraction		Upon presentation of contraction, student can point to known part of the word and read it orally		
5402	Ability to give the forms of words from which contraction is derived		Upon oral and written presentation of contraction, student can repeat contraction and tell from which known words the contraction is derived	More Power T48 T147	
5403	Give letters apostrophe replaces in a contraction		Upon presentation of contracted form of word, student can demonstrate his ability to comprehend the meaning of apostrophe by telling which letter(s) are omitted where the apostrophe is positioned	More Power T148 Speeding Away T157 Movin Ahead T182	

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
resentation of contrac- tudent can point to art of the word and orally						Worlds of Wonder (M) Tp.125,153 (157) (164) 165,235-236,274, 382		
ral and written pre- ion of contraction, t can repeat contraction ll from which known the contraction is d	More Power T48 T147			Tigers T78 T84		Lands of Pleasure Tp.196, 199,201 Opening Books T97 Magic Box T218 Book 3-1 (L) T24 Book 5 (L) ex: T41	Continental Press Phonics & Word Analysis Skills 4-1 #19 Rewards (HM) Master #7	
resentation of contrac- rm of word, student can trate his ability to hend the meaning of ophe by telling which (s) are omitted where ostrophe is positioned	More Power T148 Speeding Away T157 Moving Ahead T182	Bk.2 T47		Secrets T188		Modern Curriculum Press C ex: p.147 Bldg.Read. Skills (MH) Jet Plane ex: p.81 Dr.Spello (MH) ex: p.95 Bk.4 (L) ex: T26,27	Continental Press Phonics & Word Analysis Skills (3-1) #20	SRA I Brown C,D,E #7,9 Gold C,D,E #3,8,

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
				Blackboard presentation Flannelboard cutouts Flash-X Level I	
EFI Learning Systems Level C #327 Level D #2092		Trans. VMI Vocabulary Structural Analysis Level 3-4 #10	Talking Page Level C Book 9		
				Blackboard presentation Flannelboard cutouts	

	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	Blackboard presentation Flannelboard cutouts Flash-X Level I		Presentation of contractions based on know sight vocabulary at blackboard. Student can: 1) underline or circle know parts 2) arrange word puzzles into know contractions 3) read contraction into tape recorder, to an aide or partner, on the language master or EFI machine	
			Adapt lesson from Rainbows (HM) ex: p.T84, 98,135; Rewards ex: p. T179,223; Secrets, ex: p.T195	Legend: M-MacMillan L-Lippincott HM-Houghton Mifflin MH-McGraw Hi T-Teacher's Edition EFI-Electron Futures, Inc. VMI-Visual Materials Incorporated
	Blackboard presentation Flannelboard cutouts		Extra material provided in The New Webster Language Book 3 p.153 (MH)	

Structural Analysis - Contractions

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T	
				O.H.	
5404	Forming contractions from two words		Given two words that can be contracted, student gives the contracted form by: writing the contraction		
			saying the contraction		
			matching the contraction with the two words		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
two words that can be cted, student gives ntracted form by: ing the contraction						Phonics Skilltext (Mer) Bk. B p.34-41 D p.13,45 Corner-stone R. (FEP) Drumbeats ex: p.5 Bk.3-2(L) ex: p.12T Bk.4 (L) p.T7,92		SRA Ic Red E 2,12,1 Tan D 10,20 MR Launch 3p.2 15p.2 20p.1 Search 12p.1 19p.2 20p.1 Reach 6p.2 18p.1 20p.1
ing the contraction								
ching the contraction h the two words						Phonics Skilltext (Mer) Bk. D ex:p.9 M.C.P. 3 p.121 Enchanted Gates (M) p.129		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL		MANIPULABLES	GAME
TAPES/ WORKSHEETS	RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT		
Patterns Sounds and Meaning (AB) Views on Vowels ex:p.90,91,92					Dr. Spe Crosswo p.95
				Flannelboard cutouts Blackboard presentations	
				Cyclo teacher (FEP) teacher-made reel	

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
	Dr. Spello (MH) Crossword Puzzle p.95	Adapt lesson from ditto master VMI Vocab-Structural Analysis Level 3-4 #10	Legend: M-MacMillan FEP-Field Educational Program L-Lippincott M.C.P.-Modern Curriculum Press AB-Allyn & Bacon MR-Mission Re MH-McGraw Hill
Flannelboard cutouts Blackboard presentations		Adapt lesson presented in The New Webster Language Book 3 (MH) as on p.109 Book 4 p.16	
Cyclo teacher (FEP) teacher-made reel			

Structural Analysis - Contractions

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5405	Identifying words that match specific contractions		Given a sentence and a contraction, student writes or underlines the two words in the sentence that is condensed into a contraction		
5406	Identifying specific contraction in sentence when words that were contracted are given		Given two words and a sentence with contraction, student underlines the contraction in the sentence that is used in place of the two specific words		
5407	Matching contractions and the words that are contracted		Given two lists, one of contractions and a list of two words, the students will match the contracted form with its longer two-word form		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
sentence and a con- , student writes or es the two words in ence that is condensed ontraction						Reader's Dig.Skill pad #1 p. 52,61 #2 p.43 Phonics Skilltext Bk.C p.45 Building Read.Skill (MH) Atomic Sub.p.93	OpenHighways More Power Master #51 Speeding Away Master #87 Splendid Journey #65 Moving Ahead #58	
o words and a sentence traction, student es the contraction in ence that is used in the two specific					–	Reader's Dig.Skill pad #1 p.61 B.R.S. (MM) Rocket p83 Jet Pl.p81 BetterThan Gold (M) ex: p.33		
o lists, one of con- s and a list of two he students will e contracted form with er two-word form						Phonics Skilltext (Mer) Bk.B ex: p.61 BkC p.11, 21,47,49 M.C.P. C p.148 Bk.2 p. 117-120	Phonics &Word AnalysisSkills 2-1 ex: #28 Open Highways More Power Master#14 Secrets (HM) #58,78	SRA Ia Brown 5,10,1 20

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME

	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Adapt lesson from Dr. Spello (MH) as on p.96 Adapt presentation in Book 2-2 (L) as on p.58 Open Highways-More Power Workbook ex: p.34,35 Splendid Journey Workbook ex: p.54 Moving Ahead Workbook ex: p.44	
			Adapt lesson presented in Modern Curriculum Press Bk.2,p.121 Adapt lessons presented in The New Webster Language Book 3 (MH) as on pp.92,93	Legend: MH-McGraw Hi MM-McCormick Mathers Mer-Merrill M.C.P.-Moder Curriculum Press
			Adapt lesson from Fiesta (HM) ex: p.108 Kaleidoscope ex: p. T392	HM-Houghton Mifflin L-Lippincot M-MacMillan

Structural Analysis - Contractions

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T	
				O.H.	
5408	Writing words that are the basis for the contracted form		Given a contraction and x choices from which the contraction was formed: a. the student selects the words from which the contraction was formed		
			b. the student writes the words from which the contraction was formed		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a contraction and x es from which the action was formed: the student selects the words from which the contraction was formed								MR Launc 17 p. Chall 5p.2 Searc 5.p.2 Reach 2 p. 14 p.
the student writes the words from which the contraction was formed						Phonics Skilltext (Mer) Bk. B ex: pp. 39,53 Bk.C ex: p.3 Enchanted Gates (M) ex: p.43, 66	Panorama (HM) Master #59	SRA I Brown 4,9,1 19 Red E Tan D 5,15 MR Launc 17 p. SRA I SRA I Orang 5,10,

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
NT	MANIPULABLES	GAMES/CARDS		
			Adapt lesson given in Modern Curriculum Press Book C p.150 Book 3 example p.122 Adapt lesson presented in Dr. Spello (MH) as on p.96 Magic World of Dr. Spello (MH) ex: p.96	Legend: MR-Mission F Mer-Merrill M-MacMillan MH-McGraw H

Structural Analysis - Contractions

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T	
				O.H.	S
5409	Visually Identifying Contracted form in context		Given a passage visually, student can identify contracted form as directed		
5410	Distinguishing contractions from possessives in sentence context		Given a passage visually, student can identify contracted form by distinguishing such from possessives		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a passage visually, t can identify contract- m as directed						Phonics Skilltext (Mer) Bk.B ex: p.63 Bk.D ex: pp.21,43 Modern Cur.Press Bk.C as on p. 140 Bk.2 ex: p.117-120 O.H. (SF) Speeding Away p.43 Shining Bridges(M) ex: p.50, 78,112,124	Continental Press Phonics & Word Analysis Skills 2-2 #30 O.H. (SF) Speeding Away Master #49 Rewards (HM) Master #1	
a passage visually, t can identify contract- m by distinguishing rom possessives						Phonics Skilltext (Mer) C ex: p.63 Bk.D p.69 Bldg.Read. Skills (MH) Atomic Sub p.93 Spaceship ex: p.84 Bk.5 (L) T69,70	Continental Press Phonics & Word Analysis Skills (2-2) #28 **WORKBOOKS** New Webster Language (MH) Bk [illegible] p.145	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
EPC Level 3 #6B 1 & 2					

	KINESTHETIC			
	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Adapt lesson presented in The New Webster Language Book 3 (MH) as on p.61	Legend:
				Mer-Merrill OH-Open High ways SF-Scott Foresman HM-Houghton Mifflin MH-McGraw Hi L-Lippincott

Structural Analysis - Possessive

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5501	Possessives: Forming possessives - singular form		Given a singular word, the student will be able to form the possessive form of singulars ex: dog - dog's cat - cat's	Speeding Away T157	Pr me
5502	Forming possessives of plural forms		Given a plural word, the student will be able to form the possessive form of plurals ex: cats - cats' children - children's ladies - ladies'		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
singular word, the will be able to form sessive form of rs dog - dog's cat - cat's	Speeding Away T157	Primer		Tigers T156		New Phonics Skill text (Mer) Bk.A ex: p.55,57,64 Bk.B p.2 Bk.D p.59 Reader's Digest Skillpad #2 ex:p.35 Programmed Reading (MH) Bk.5 p.103		
plural word, the will be able to form sessive form of plurals cats - cats' children - children's ladies - ladies'						Cornerstone Read. (FEP) Crackerjacks p.46, 70 Rewards (HM) ex: p.223 Panorama (HM) ex: p.T282 New Webster Lang. (MH) Bk.4 ex: p.53, 66,67		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
EFI Level C #323 D #2094		Filmstrip #1051 Trans. VMI Vocabulary Structural Analysis Level 1-2	Talking Page Level C Book 9	Flannelboard cutouts Blackboard presentation	

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
T	MANIPULABLES	GAMES/CARDS		
	Flannelboard cutouts Blackboard presentation		Adapt lesson from New Phonics Skilltext (Mer) Book B ex: p.59 Adapt lesson from: Speeding Away (OH) Read and Write ex:p. 43 Master #49	
				Legend: Mer-Merrill MH-McGraw H FEP-Field Educational Program HM-Houghton Mifflin OH-Open Highways

Structural Analysis - Possessives

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TR	
				O.H.	S
5503	Distinguishing possessives from contracted form		Given a sentence containing possessive forms, the student indicates whether the word is possessive or a contraction or other form		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH.
a sentence containing sive forms, the student tes whether the word is sive or a contraction er form						Reader's Digest Skillpad #2 p.36 New Phonics Skill text (Mer) Bk.C ex: p.25,41, 63 Book D ex: p.39,43, 77,79 More Than Words (M) ex: p.108 Words of Wonder (M) ex: p.15 New Webster Language (MH) Bk.3 p.52 Bk.4 p.152 Bk.5 p.71, 145 Bk.6 p. 140	Panorama (HM) #2, #21 Fiesta (HM) #34	SRA Blue #2,6 12,1 Brown #2,7, 12.17

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
			Talking Page Level C Book 9		

	KINESTHETIC			
ENT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
g c			Adapt presentation in New Phonics Skilltext (Mer) Book C example p.29 1) Student will denote the possessive form by giving the possessor orally 2) Student will give the possession orally 3) Student will choose correct possessive form by circling it or by underlining it 4) Student will x out those forms that are not the possessive form as required	Legend: Mer-Merrill M-MacMillan MH-McGraw Hil HM-Houghton Mifflin

Structural Analysis Possessives

LEVEL 1-4 and ungraded

[illegible] NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5504	Determining the need for the possessive form of words based on sentence clues		The student will recognize words that should be written in the possessive forms that appear in a given sentence. Student will change these words and put them into the possessive forms as directed. Ex: Pick up Sues hat! Joans day was tiring. Sue's Joan's		
5505	Matching possessives with their possession or possessors		Student will prove his ability to comprehend the possessive form of words by matching that form and the possessor and/or the possession		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
dent will recognize hat should be written possessive forms that in a given sentence. will change these nd put them into the ive forms as directed. Pick up Sues hat! Joans day was tiring. ue's Joan's						New Phonics Skill text (Mer) Bk.B ex: p.12,19 Bk.C ex: p.11,42 Enchanted Gates (M) ex: p.18 Fiesta (HM) ex: T.151, 174,263 Basic Reading (L) ex: T70 New Webster Lang. (MH) ex: p.67		
will prove his ability ehend the possessive words by matching that the possessor and/or ession						New Phonics Skill text (Mer) Bk.D ex: p.45 New Webster Lang. (MH) Book 4 ex: p. 66		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
			Talking Page Level C Book 9		
				Flannelboard cutouts Blackboard presentation	

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Given a work page, student might be asked to: 1) insert the apostrophe in the possessive form 2) re-write a specific word in its possessive form	Legend:
Flannelboard cutouts Blackboard presentation		Adapt lesson from Reader's Digest Skillpad Book 2 example p.35 Adapt lesson from The New Webster Language (MH) Book 6 example p.23	Mer-Merrill M-MacMillan HM-Houghton Mifflin L-Lippincot MH-McGraw Hi

Structural Analysis · Possessives

LEVEL 1-4 and ungraded

[illegible] NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.
5506	Completing possessives in context		Given visually a sentence in which possessive form is given, the student adds an apostrophe and/or s where needed		

IORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
ually a sentence in sessive form is given, nt adds an apostrophe where needed						Reader's Digest Skillpad #2 p.35 New Phonics Skill text (Mer) Bk.A p.57 Kaleidoscope (HM) ex: p.T392 Basic Reading (L) Bk.5 ex: p.T70 Bk.3-2 ex: p.T39		SRA [illegible] Gold [illegible] 2,7,1[illegible] MR Reach 8 p.1 19 p.[illegible]

MULTI - MEDIA				✓ KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
			Talking Page Level C Book 9		

	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Adapt lesson presented in New Phonics Skilltext (Mer) Book C ex: p.59 Adapt lesson from The New Webster Language (MH) Book 5 example: p.55	Legend: Mer-Merrill HM-Houghton Mifflin L-Lippincot MR-Mission Read MH-McGraw H

Structural Analysis Possessives

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5351 5551	Choosing correctly written possessives and/or plural forms based on context		After reading a sentence that contains a plural or possessive, the student selects from x choices the correctly written possessive or plural based on context		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. [illegible]	M.	C.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
eading a sentence ntains a plural or ive, the student from x choices the y written possessive l based on context						New Phonics Skill text (Mer) Bk.A ex: p.61 Bk.B p.61 Bk.D p.69 Finding Out (M) ex: p.111, 123 Lands of Pleasure (M) ex: p.80 The New Webster Language (MH) Book 5 ex: p.55		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
EPC Level 1 13B1 13B2					
EPC Level 2 10A1 10A2					
EPC Level 3 6A1 6A2					

5

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Teacher taught lesson from Lands of Pleasure (M) example: p.101	Legend: Mer-Merrill M-MacMillan MH-McGraw Hill EPC-Educational Progress Cor

Structural Analysis - Roots

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
3601	Identifying Root Words		Given a list of familiar root words to which prefixes and suffixes have been added, the student underlines the root word or otherwise identifies the root Ex: girlish jumping		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
list of familiar root o which prefixes and s have been added, the underlines the root otherwise identifies t irlish umping				Rewards T65		Phonics With Write & See (NC) as on p. 40 Reader's Digest Skillpad #3 ex: p. 73 Advanced Skillpad as on p. 60,43,44 Bldg.Read. Skills(MM) Rocket as on p.92,93 AtomicSub pp.85,86 Spaceship as on p.77 New Phonics Skill text (Mer) examples: Bk.A p.59, 60 Bk.B p.10, 13,35,39 Bk.C p.15, 13,31	Continental Press Phonics and Word Analysis Skills 3-2 #26 4-1 #24 Rewards (HM) #2,56 Panorama (HM) #38,70 Fiesta (HM) #37 WORKBOOKS(con) Conquests in Reading (MH) ex: p.132,135 139,143	SRA I Blue C,D,E #2,6,1 Brown C,D,E #2,7,1 Green C,D,E #5,7, 11,12 Red C,D,E #5,9 Gold C,D,E #1,5,1 SRA Ia Blue C #3,8, 13,18

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
Patterns, Sound and Meaning (AB) Syllables and Words as on pp. 21-25 EFI Learning Systems #2100 Level D		Trans: VMI Basic Word Attack Skills p.21 VMI Understanding Compounds and Suffixes	EFI Machine teacher-adaptation Talking Page (REC) Level C Book 8 Cyclo teacher--teacher-adaptation		Spelling Games (LC #4,5 Kit E #2 SRA Read Word Gam Blue #22

	KINESTHETIC			
	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
on C) on		Spelling Learning Games (LC) Kit D #4,5 Kit E #2 SRA Reading Lab I Word Games Blue #22,23	Adapt presentation in Working With Sounds (BL) Level A p.35-36 Level B p.11,12 Level C p.50 Adapt Cornerstone Readers (FEP) Book A, example p.52 Adapt presentation in The Magic World of Dr. Spello (MH) as on p.65 Adapt presentation in Reader's Digest Skillpad #3 as on p.45 Adapt presentation in Eye and Ear Fun (MH) #3 as on page 44 Teacher adapt Word Suffixes-Prefixes (K)	Legend: K-Kenworthy NC-New Centur MM-McCormick Mathers Mer-Merrill HM-Houghton Mifflin MH-McGraw Hil AB-Allyn & Bacon LC-Lyons & Carnahan BL-Barnell Lo FEP-Field Educational Publication REC-Responsive Learning Sys

Structural Analysis - Roots

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T
				O.H.
5602	Identifying Root Words based on context		Given an incomplete sentence and a word with a suffix, the student can write the root of the given word to complete the sentence Ex: The girl can _____ rope. (jumping)	Moving Ahead T126 Speeding Away T37

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
an incomplete sentence word with a suffix, tudent can write the root e given word to complete entence The girl can_____ rope. (jumping)	Moving Ahead T126 Speeding Away T37					Land of Pleasure (M) ex: p.21 Reader's Digest Skillpad #1 p.49,50 #3 p.28,30 Advanced, p.34,37,49 Modern Curriculum Press Bk.2 ex: p.106, 107,113, 114 example: Book C p.72,73,74	Continental Press Phonics and Word Analysis Skills 2-1 #25,26 2-2 #24 Splendid Journey (OH) #48	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
Patterns, Sound and Meaning (AB) Syllables and Words as on pp. 21-25		Trans. VMI Basic Word Attack Skills p.21 VMI Understanding Compounds and Suffixes	EFI Machine teacher-adaptation Talking Page(REC) Level C Book 8 Cyclo-teacher teacher-made		

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
- C) -			Adapt presentation in Phonics We Use (LC) examples: Level D p. 94 Level E p.84	Legend: M-MacMillan OH-Open Highways AB-Allyn & Bacon LC-Lyons & Carnahan

Structural Analysis - Roots and Prefixes

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	O.H.
5603	Hearing Roots and Selecting Prefixes		Upon hearing and seeing words pronounced containing both roots and prefixes, the students indicate the root they hear - and then the prefix	
5604	Using Prefixes that Give New Meaning to Roots		The student will be able to use prefixes _x_ correctly by selecting from a set of printed choices, that prefix which will make the stimulus word meaningful when the word and definition are read aloud. Ex: un	S.A. T245
			re	[illegible].H.5 T280
			dis	O.H.4 T263

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
hearing and seeing words unced containing both and prefixes, the nts indicate the root hear - and then the x						Reader's Digest Skillpad Bk.3 ex: p.40,73	Rewards (HM) as on duplication master p.9,72	
tudent will be able to refixes x correctly lecting from a set of ed choices, that prefix will make the stimulus meaningful when the and definition are read . un	S.A. T245	2-2 T79		Secrets T83		Bldg.Read. Skills (MN) JetPlane ex: p.92 Reader's Digest Skillpad Advanced p.33 Enchanted Gates (M) ex: p.24, 97 Cornerstone R. Baker's Doz.p.67		
re	O.H.5 T280	3-2 T149		Rewards T146		Cornerst. R.(FEP) Crackerjacks p.38		
dis	O.H.4 T263	3-1 T74		Rewards T230				

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
EPC Level 3 9B1		teacher-made transparencies	EFI or Language Master Cards - teacher-made	Teacher-made word wheels - student identifies root orally Webster Word Wheels (prefixes, suffixes)	Syllabl Dolch Phonics Learning (LC) #1
					SRA Read Word Gam Tan #39,

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
Teacher-made word wheels - student identifies root orally Webster Word Wheels (prefixes,suffixes)	Syllable Game Dolch Phonics We Use Learning Games Kit (LC) #10	Adapt lesson to Teacher Edition 2-3 (L) as on page p.56 Teacher can present root word concept using giant word wheel or over-head transparency	
	SRA Reading Lab Word Games I Tan #39,40,41		Legend: SA-Speeding Away OH-Open Highways HM-Houghton Mifflin MM-McCormick Mathers M-MacMillan FEP-Field Educational Publications LC-Lyons & Carnahan L-Lippincott
		Material in Cornerstone Readers (FEP) Elbowroom as on p.57 can be adapted to this objective	

Structural Analysis - Prefixes

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.U.	S
5701	Visually identifying roots and prefixes		Given a list of words visually made up of root words and prefixes, students will mark the root in such a manner that the prefix can be recognized		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.U.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
a list of words visually p of root words and es, students will mark ot in such a manner he prefix can be rec- d						Conquests in Read. (MH) p. 114,116, 119,121, 124,125, 127,128 Nutshell (c) p.28 Be a Better Reader A p.62, 138 Bp.82 C p.98 M.C.Press Bk.2 p. 147,148 Bk.3 p.102	VMI Basic Word Attack Skills p.#9	SRA Ic Learn About Words Tan E 5 10,15,2 SRA IIa Olive E 4,9,14 SRA IIb Gold E 4,9,14 MR Challe 12,16p. Search 14 p.2 Reach 18 p.2

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
		Trans. VMI-- Adding Prefixes and Suffixes Compounding Level 3--4 VMI Basic Word Attack Skills Level 1--3 p.9			

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Adapt material in Phonics We Use (LC) Book D as shown on p.65	Legend: MH-McGraw Hil C-Colfax MR-Mission Re LC-Lyons & Carnahan

Structural Analysis - Prefixes

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T	
				O.H.	
5702	Combining prefixes and roots		Given two lists of prefixes and roots the student will combine prefixes and roots and decide which form words that make sense		
5703			Given a word, the student selects a prefix from x choices to make a meaningful word		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
two lists of prefixes ots the student will e prefixes and roots ecide which form words ake sense						Conquests in Reading (MH) pp. 118,121, 124,127 Cornerstone Reader (FEP Drumbeats ex: p.92 Phonics WithWrite and See (NC) Bk.C ex: p.34 Eye & Ear Fun (MH) Bk. 4 ex: p.121		
a word, the student ts a prefix from _x_ es to make a meaningful						EL Working WithSounds ex: C Unit 48 D Unit 35, 36 Cornerstone Readers (FEP) ex: Crackerjacks p.95	Continental Press - Phonics and Word Analysis Skills 3-2 #19,20	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
NT	MANIPULABLES	GAMES/CARDS		
			Adapt example shown on page 80 in Building Reading Skills, Atomic Submarine (MM)	
			Adapt presentation from Dr. Spello (MH) example page 66	Legend: MH-McGraw Hi FEP-Field Educational Publication NC-New Centur MM-McCormick Mathers

Structural Analysis - Prefixes

LEVEL 2-4' and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5704	Using Sentence context to find appropriate prefix for word		Given an incomplete sentence and a word with a prefix, the student can write the root of the given word to complete the sentence		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
n incomplete sentence ord with a prefix, the can write the root of en word to complete the e						Modern Curriculum Press Book C ex: page 107 Reader's Digest Skillpad 2 ex: p.45	Continental Press - Phonics and Word Analysis Skills 3-2 #16 4-1 #9	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
ENT	MANIPULABLES	GAMES/CARDS		

Structural Analysis - Prefixes

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T	
				O.H.	
5705	Completing sentences using roots and prefixes		Given an incomplete sentence and the root word, the student completes the sentence by adding the prefix		
5706			Given an incomplete sentence and x words with roots and prefixes, the student completes the sentence by selecting the appropriate word		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
an incomplete sentence e root word, the student tes the sentence by the prefix						M.C.P.Bk.2 ex: p.150 Phonics We Use (LC) Book D ex: p.64, 94 Bk.E as on pp. 84,85 BetterThan Gold (M) ex: pp.15, 80,26,67 Building Read.Skill (MM) Space Ship ex: p.69	Continental Press-Phonics and Word Analysis Skills 3-2 #16 4-1 #9	SRA II Silver 5,10,
an incomplete sentence words with roots and es, the student com- the sentence by select- e appropriate word						Conquests in Reading (MH) p.117 M.C.P.Bk.C ex: p.109 Bk 3 p.99 Bk.2 p.149 Shining Bridges(M) ex: p.98 Bldg.Read. Skills (MM) Spaceship ex: p.68, 70,71	Continental Press-Phonics and Word Analysis Skills 3-1 #25 4-1 #21 4-2 #30	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
Patterns Sound and Meaning (AB) Syllables and Words p.14-20					
EFI Learning Systems Inc Level D #2098 2100					

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
			Legend: LC-Lyons and Carnahan M-MacMillan MM-MCCormick Mathers MH-McGraw Hill AB-Allyn & Bacon M.C.P.-Modern Curriculum Press

Structural Analysis - Prefixes

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	
				O.B.
5707	Matching prefixes and their meaning		Given several prefixes and their individual meaning, students will prove they can use meaning clues by matching meaning with the prefix choices Ex: contra again re against	

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.B.	S.P.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH.
several prefixes and individual meaning, nts will prove they can eaning clues by matching ng with the prefix es contra again re against						Conquests in Reading (W) pp. 114,118, 121,124, 127 Reader's Digest Skillpad #3 ex:p.40 Advanced p.63 Eye & Ear Fun (MH) Bk.4 ex: p.117,120		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Adapt presentation in Cornerstone Readers (FEP) Drumbeats example page 44 Elbowroom as on pp.120, 140	Legend: W-Webster MH-McGraw H FEP-Field Educationa Publicatic

Structural Analysis - Prefixes

LEVEL 2-4 and ungraded

CEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5708	Matching Prefixes and their meanings		Given a list of words with prefixes and another list of synonyms or antonyms, student will prove he can use meaning clues by matching the lists according to definition		
5709			Given a definition clue, the student will write or select the word containing a prefix and a root		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
a list of words with es and another list of ns or antonyms, student rove he can use meaning by matching the lists ing to definition						Conquests in Reading pp.125,126 128,123, 119,120, 116(W-MH) Phonics Skilltext (Mer) Bk.C ex: pp.47, 63 Bk.D p.27		
a definition clue, the t will write or select rd containing a prefix root						Cornerstone R. (FEP) Drumbeats as on p.10 Eye & Ear Fun (MH) examples: Bk.3 p.62 Bk.4 p.122 Conq. in Read.p.115 122,117 Phonics Skilltext (Mer) Bk.C pp.47,51,53 Bk.D p.33		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Adapt lesson to example im Building Reading Skills (MM) Rocket Book p.82 Atomic Submarine Book p.81	Legend: W-MH-Webster McGraw Hill Mer-Merrill FEP-Field Educational Publication MM-McCormick Mathers

Structural Analysis - Prefixes

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S.
710	Matching prefixes and their meanings (continued)		Given a word containing a prefix, student will demonstrate his ability to use that word in context by verifying the truth of a statement		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
a word containing a , student will demon- his ability to use ord in context by ing the truth of a ent						Conquests in Reading p.120 Speeding Away (OH) ex: p.78	Speeding Away (OH) ex: p.85	

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME

NT	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	MANIPULABLES	GAMES/CARDS		
			Adapt presentation from Phonics With Write and See (NC) Book C example p.40	
				Legend: OH-Open Highways NC-New Centu

Structural Analysis - Prefixes

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				C.H.	S
5711	Meaning of words with prefixes determined by context		Given a group of sentences each containing certain underlined parts, the student will select from a group of word choices with prefixes and roots to express meaning as the context implies		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	C.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
group of sentences each ing certain underlined the student will select group of word choices efixes and roots to meaning as the con- plies						More Than Words (M) ex: pp.74, 130 Eye & Ear Fun (MH) Book 4 ex: p.119		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
			Legend: M-MacMillan MH-McGraw Hi

Structural Analysis - Prefixes

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T
				O.H.
5712	Deducing meaning of prefixes from examples given		Given a word (or words) with a prefix and given the meaning, the student will select from x choices the word that defines the prefix. Ex: The prefix un often means not. Unhappy means not happy. Untold means ____told. a.speak b.not c.often	

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.P.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a word (or words) with fix and given the mean- the student will select x choices the word defines the prefix. The prefix un often means not. Unhappy means not happy. Untold means ___told. k b.not c.often						BL Working With Sounds C Unit 48 D Units 35-36		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
			Legend: BL Barnell-Loft

Structural Analysis - Suffixes

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5801	Hearing roots and selecting suffixes		Upon hearing and/or seeing words pronounced containing both root and suffixes, the students indicate the root they hear - and then the suffix	Splendid Journey T165	2 T
5802	Visually identifying roots and suffixes		Given a list of words visually made up of root words and suffixes, students will mark the roots in such a manner that suffixes can be recognized		
			-ly	S.A. T129	T
			-ful	S.A. T171	
			-less	Lev.4 T334	
			-ness	Lev.4 T334	

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
aring and/or seeing ronounced containing ot and suffixes, the s indicate the root ar - and then the	Splendid Journey T165	2-1 T200	Level 12 T60	Tigers T150		New Phonics Skilltext (Mer) Bk.D p.87 Reader's Digest Skillpad #3 ex:p46, 73 Adv. ex: p.38,49 Nutshell (C) ex: p. 3,25,26,27		Webst Word Wheels
list of words visually of root words and suf- tudents will mark the such a manner that can be recognized			Level 12 T60			M.C.P.Bk.C ex: p.120, 67,84 Phonics We Use (LC) ex: p.62, 63	Continental Press Phonics and Word Analysis Skills 3-1 #20	
-ly	S.A. T129	2-2 T61	Level 11 T100	Sec. T97		Conquests in Reading (MH) ex: p 130,133, 137,141	Speeding Away (OH) #38	
-ful	S.A. T171	2-2 T121	Level 10 T140	Sec. T146		M.C.P.Bk.C ex: p.60	Speeding Away (OH) 56,57	
-less	Lev.4 T334	3-1 T141		Pano T43		M.C.P. ex: p.60		
-ness	Lev.4 T334	3-1 T134		Rew. T275		M.C.P.Bk.C ex: p.60		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
Patterns, Sounds and Meaning Syllables & Words (AB) p.26,27 EFI Level D #2099 2100		Basic Word Attack Skills VMI ex: p.10		Phonics We Use Learning Games Kit (LC) #10 Spelling Learning Games (LC) Kit D #4,5 Kit E #2	
Patterns, Sounds and Meaning Syllables & Words (AB) p.21,22,25 EPC Level 3 9B2				SRA Reading Lab I Word Games Tan #42,43,44	

	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
	Phonics We Use Learning Games Kit (LC) #10 Spelling Learning Games (LC) Kit D #4,5 Kit E #2		Adapt lesson to presentation given in Lippincott Book 4 ex: p.T65 Book 5 T96 Book 6 T2,9,11,14 Adapt lesson from Phonics with Write and See (NC) ex: p.40 Adapt lesson from Dr. Spello (MH) ex. p.68	
	SRA Reading Lab I Word Games Tan #42,43,44			Legend: Mer-Merrill C-Colfax S.A.-Speeding Away LC-Lyons & Carnahan M.C.P.-Moder Curriculum P MH-McGraw Hi OH-OpenHighwa AB-Allyn & Bacon NC-New Cent
			Adapt lesson in Building Read.Skills in Jet Book p.94 (MM)	

Structural Analysis - Suffixes

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T
				O.H.
5802	continued		-er	Moving Ahead T213
			-y	Moving Ahead T212
			-tion	Level 5 T309
			-ward	Lev. 5 T 265
			-ment	Level 4 T333
			-ous	Level 5 T237
			-ern	
			-teen	Level 5 T251
			-ship	Level 5 T273
			-some	

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
-er	Moving Ahead T213	2-1 T126	Level 8 T80	Secr. T97		M.C.P.Bk.3 ex: p.119	Speeding Away (OH) #61	
-y	Moving Ahead T212	2-1 T214		Fiesta T179	F.P. T164	M.C.P.Bk. C ex: p.68	Speeding Away (OH) #67 Continental Pr. Phonics & Word Analysis 3-1 #20	
-tion	Level 5 T309	Bk.4 T98		Pano T188				
-ward	Lev.5 T 265	3-2 T66		Pano T188				
-ment	Level 4 T333	3-1 T134		Pano T84		Conquests in Reading (MH) ex: p.133		
-ous	Level 5 T237	3-1 T176		Pano T66		Bldg.Read. Skills(MM) Spaceship p.76		
-ern								
-teen	Level 5 T251	3-2 T31						
-ship	Level 5 T273	3-2 T124				More Than Words (M) p.40		
-some				Pano T105				

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
Patterns, Sounds and Meaning (AB) Syllables and Words ex: #23					

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Adapt lesson as illustrated in Building Reading Skills Jet Plane Book p.93 Streamliner p.66 (MM) Additional practice material provided in Cornerstone Readers (FEP) Crackerjacks, ex: pp.129,148	Legend: Pano-Panoram F.P.-Foundation Progra M.C.P.-Moder Curriculum MH-McGraw Hil MM-McCormick Mathers OH-Open Highways M-MacMillan AB-Allyn & Bacon FEP-Field Educational

Structural Analysis - Suffixes

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5803	Combining suffixes and roots		Given two lists of suffixes and roots, the student will combine suffixes and decide which form words that make sense		
5804			Given a word, the student selects a suffix from x choices to make a meaningful word		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
wo lists of suffixes ts, the student will suffixes and decide orm words that make						Building Reading Skills(MM) Atomic Sub p.83 Phonics We Use (LC) Bk.F p.63 Cornerstone Readers (FEP) Elbowroom ex: 105	Kaleidoscope (HM) #15	
word, the student a suffix from x to make a meaningful						New Phonics Skill text (Mer) Bk.D ex: p.49,57 Phonics We Use (LC) Bk.E ex: pp.88,89 Cornerstone Readers (FEP) Drumbeats p.77 Phonics With Write and See (NC) p.59,80,81		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM

3

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
				Legend: MM-McCormick Mathers LC-Lyons & Carhahan FEP-Field Educational Publications Mer-Merrill NC-New Century HM-Houghton Mifflin

Structural Analysis - Suffixes

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5805	Using sentence context to find appropriate suffix for word		Given an incomplete sentence and a word with a suffix, the student can write the root of the given word to complete the sentence		
5806			Given an incomplete sentence and the root word, student completes the sentence by adding the suffix		
5807			Given an incomplete sentence and x words with root and suffix, the student completes the sentence by selecting the appropriate word		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
incomplete sentence ord with a suffix, the can write the root of en word to complete tence						Reader's Digest Skillpad #2 ex: p.46	Continental Press Phonics & Word Analysis Skills 3-1 #24 4-1 #26 4-2 #3,22,24	SRA IIb Blue E 4,9,14 Silver C 3,5,8,13 13,15 Silver D 3,5,8, 10,13,15 SRA IIb Silver D 4,9,14 Silver E 5,10,15
incomplete sentence root word, student es the sentence by the suffix						M.C.P.Bk.3 ex: p.120, 66,64 R.D. Skill pad Advan. ex:p.35,36 Working WithSounds (BL) Bk.C ex: p.49, 50	Continental Press Phonics & Word Analysis Skills 3-2 #17,21	
incomplete sentence words with root and the student completes ence by selecting opriate word			Workbooks Moving Ahead (OH) ex: p.54 Enchanted Gates (M) ex: p.97 119			R.D.Skill pad #1 ex: p.43,49 Eye & Ear Fun (MH) Bk.3 p.63, 104	Moving Ahead (OH) ex: p.71 C.P. Phonics & Word Analysis Skills 2-2 #23 3-2 #15	

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MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Adapt presentation from Reader's Digest Skill-pad Book 1 example p.49	
		See presentation in Phonics We Use (LC) Book E as on p.88,89, Book F example p.64 Additional material given in Cornerstone Readers (FEP) Drumbeats ex: p.53	Legend: M.C.P.-Moder Curriculum R.D.-Reader' Digest BL-Barnell L MH-McGraw Hi M-MacMillan OH-Open High C.P.-Contin tal Press LC-Lyons & Carnahan FEP-Field Educationa Publicatio
		Additional material relating to objective in: Shining Bridges (M) pp. 22,118,37,106,137,102 Better Than Gold pp.12, 61,22,44,30,72,44,105, 110,44	

Structural Analysis - Suffixes

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5808	Matching suffixes and their meaning		Given a list of words with suffixes and another list of synonyms or antonyms, student will prove he can use meaning clues by matching the list according to definition		
5809			Given a definition clue, the student will write or select word containing a suffix and a root		
5810			Given a word containing a suffix, student will demonstrate his ability to use them in context by verifying the truth of a statement		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
a list of words with es and another list of ns or antonyms, student rove he can use meaning by matching the list ing to definition							Continental Press Phonics & Word Analysis Skills 4-1 #20	
a definition clue, the t will write or select ontaining a suffix and						Modern Curr.Press Bk.C ex: p.69 New Phonics Skill text (Mer) Bk.C p.72 Building Reading Skills (MM) SpaceShip ex: p.72, 73	Kaleidoscope (HM) T483	
word containing a student will demon- his ability to use them ext by verifying the f a statement						Eye & Ear Fun (MH) Book 4 p.123,124, 125		

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
				Legend: Mer-Merrill MM-McCormick Mathers MH-McGraw H HM-Houghton Mifflin FEP-Field Educational Publication
			Adapt lesson to exercise in Cornerstone Readers (FEP) Elbowroom ex: p.114	

Structural Analysis - Suffixes

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T
				O.H.
5811	Meaning of words with suffixes in context		Given a group of sentences each containing certain underlined parts, the student will select from a group of word choices with suffixes and roots to express meaning as the context implies	
5812			Given an incomplete sentence that gives the meaning of the suffix, the student will select from x choices, the word that defines the suffix	

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTH
group of sentences ontaining certain ined parts, the student elect from a group of hoices with suffixes ots to express meaning context implies						Reader's Digest Skillpad #3 ex: p.43 More Than Words (M) ex: pp. 5,24,11, 58,120, 84,130		
n incomplete sentence ves the meaning of fix, the student will from x choices, the at defines the suffix						B-L Working With Sounds C Unit 49 D Unit 39 to 41		

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
				Legend: M-MacMillan B-L - Barnell Loft

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Structural Analysis - Suffixes

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5813	Recognizing specified endings as meaning clues: nouns		Given visually an action word (verb) on lists or in context, the student selects the word and adds a specified suffix to make it a name of a person, place or thing (noun)	Moving Ahead T213	2- T1
5814	adjectives		Given visually a name of a person, place or thing (noun) or action word (verb), the student writes the word and adds the specific suffix to make it a descriptive word (adjective)	Level 4 T334	3-1 T14
5815	verbs		Given visually a name of a person, place or thing (noun) and x suffixes, the student adds the suffix that makes the name into an action word		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
sually an action word n lists or in context, ent selects the word a specified suffix it a name of a person, thing (noun)	Moving Ahead T213	2-1 T126		Secrets T97		Phonics Skilltext Bk.D (Mer) ex: p.79 Cornerst. Readers Crackerjacks(FEP) ex: p.76, 77,95 Drumbeats as on p.33 Moving Ahead (OH) ex: p.55, 70,71	Moving Ahead (OH) ex: p. 72 Continental Press-Phonics & Word Analysis Skills 2-1 #26	SRA II Green Red C,D,E 2,4,7 Aqua E 3,4,6 12
ually a name of a lace or thing (noun) word (verb), the rites the word and specific suffix to descriptive word e)	Level 4 T334	3-1 T141		Pano T43				SRA IIa Purpl C,D,E, 2,8,12 4,5 SRA II Green 3,8,13
ually a name of a lace or thing (noun) uffixes, the student suffix that makes into an action word								SRA Olive 1,6,11

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
T	MANIPULABLES	GAMES/CARDS		
				Legend: Mer-Merril FEP-Field Educationa Publicatio OH-Open Highways Pano-Panora

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Structural Analysis - Prefixes, Roots, Suffixes

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5616 5716 5816	Combining roots and prefixes or suffixes into a meaningful word		Given a word, the student selects prefixes or suffixes from x choices to make a meaningful word		
5617 5717 5817			Given x prefixes and suffixes and roots, the student combines them into a meaningful word		

Suffixes

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a word, the student ts prefixes or suffixes x choices to make a ngful word							Continental Press-Phonics & Word Analysis Skills 4-2 #30	
x prefixes and suf- and roots, the student nes them into a meaning- ord						Conquests in Reading (Webster-McGraw Hill) ex: pp.132, 135,139, 143		SRA I Silve 4,9,14 Silve 5,10,1

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MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME

	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Adapt lesson from Dr. Spello (MH) example on page 69	
				Legend: MH-McGraw H

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Structural Analysis - Prefixes, Roots and Suffixes

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	T
				O.H.
5818			Given a word with one or more prefixes and/or one or more suffixes, student will be able to blend the word, pronounce it, and use it as directed in a given context	

nd Suffixes

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a word with one or more xes and/or one or more xes, student will be to blend the word, unce it, and use it as ted in a given context						Conquests in Reading (MH) ex: p.136		

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MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Adapt to example shown in Building Reading Skills (MM) Space Ship p.77 Adapt to example in Reader's Digest Skillpad Advanced, p. 60 Adapt material given in Reading in a Nutshell (Colfax) examples as on pp. 28-42	Legend: MH-McGraw H MM-McCormick Mathers

Structural Analysis

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5901	Hearing vowel sounds - one vowel sound = one syllable		Given a set of objects and/or pictures having names of one syllable, the student will say the word and clap his hand to denote one syllable for one vowel sound		
5902	Hearing two vowel sounds = two syllables		Given a set of objects and/or pictures having names of either one or two syllables, the student will pronounce the words and indicate if he hears one or more vowel sounds		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	[illegible]	[illegible]		[illegible]OKS	DITTO MASTER LISTS	KITS/ OTHER
set of objects and/or s having names of one e, the student will word and clap his denote one syllable vowel sound						[illegible] We Use (LC) Book D p.67	Phonics and Word Analysis Skills (CP) 2-2 ex: #20 4-2 ex: #10	
set of objects and/or s having names of one or two syllables, dent will pronounce ls and indicate if he ne or more vowel						Building Reading Skills(MM) Streamliner Book ex: p.70 Jet Plane ex: p.84 Atomic Submarine ex: p.60 Phonics We Use(LC) Bk.D p.67 BetterThan Gold (M) ex: p.88, 102		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GA
			Cyclo-teacher (teacher-made) Flash X Sight Words Levels 1-4	Blackboard presentation Flannelboard cutouts	Teach syllal
EPC Level 3 Tape #7B1 7B2 Patterns, Sounds and Meanings (AB) Letters and Syllables pp.74-78 Syllables and Words pp.40,41					Sylla Phoni Learn Captu Spell Game

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
r r- ords 1-4	Blackboard presentation Flannelboard cutouts	Teacher-made syllable games	Student could tap finger on desk to count vowel sounds	
		Syllable Count (LC) Phonics We Use Learning Game Kit Capture (LC) Spelling Learning Game Kit C	Student indicates the number of vowel sounds he hears by: 1) clapping hands for each vowel sound heard 2) by writing 1 or 2 depending on number of vowel sounds heard	Legend: LC-Lyons and Carnahan CP-Continent Press MM-McCormick Mathers M-MacMillan AB-Allyn & Bacon

Structural Analysis - Syllables

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5903	Visual recognition of a single syllable word by establishing that the word has one vowel sound		Given a set of words containing one or more vowels, but having only one vowel sound, the student identifies the vowel sound heard and the number of syllables		3 T

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
set of words contain- or more vowels, but only one vowel sound, dent identifies the ound heard and the of syllables		3-1 T51		Secrets T144 T207		Building Read. Skills (MM) Space Ship ex: p.50 Dr. Spello (MH) ex: p.48, 49, 50, 51 Cornerstone R. (FEP) Drumbeats ex: p.96 New Phonics Skill text (Mer) Bk.C p.86 Reader's Digest Skillpad #2 ex: pp. 47, 48 Shining Bridges (M) ex: p.35	Phonics and Word Analysis Skills (CP) 4-1 #6 Secrets (HM) Skilltest Master #4 Secrets (HM) Master #40, 51, 63 Rewards (HM) Master #4, 9, 15, 20, 25, 30, 41, 63 Panoramas (HM) Master #2	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
EFI Learning Systems Level C #333 EPC Level 3 ex: #7B1,2		Teacher-made transparencies	EFI machine & language master teacher-made cards		Dolch S Cards (Teacher flashca

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
& e -		Dolch Sight Word Cards (G) Teacher-made flashcards	Using sight word cards students sort cards into piles based on vowel sounds. Phonics We Use (LC) Book F ex: p.21 Additional duplicating Masters included in: Panoramas (HM) #2 Fiesta (HM) #9,17 Adapt lesson from Shining Bridges Workbook (M) ex: p.45	Legend: MM-McCormick Mathers MH-McGraw Hi FEP-Field Educational Publicatio Mer-Merrill M-MacMillan CP-Continent Press HM-Houghton Mifflin G-Garrard

Structural Analysis - Syllables

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5904	Visual recognition of more than one syllable in a word by determining the number of vowel sounds heard		Given a set of words containing two or more vowels, the student identifies the number of vowel sounds heard and the number of syllables	Bk.4 T273	3- T

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a set of words contain- wo or more vowels, the t identifies the of vowel sounds heard e number of syllables	Bk.4 T273	3-1 T51		Reward T96		B-L Working With Sounds Bk.D ex: pp.22,23 Bk.E ex: pp.14-17 Building Reading Skills Rocket Bk. p.64 Jet Plane ex: p.83 Atomic Submarine ex: p.61 Space Ship ex: p.50 Phonics With Write and See (NC) p.70 Phonics Skilltext Bk. B ex: pp.39,43, 49,64 (Mer)	VMI Basic Word Attack Skills #12 Phonics and Word Analysis Skills (CP) 4-1 #6 Secrets (HM) Skill Lesson Master #4 Secrets (HM) Master #40, 51,63 Rewards (HM) Master # 4,9, 15,20,25,30 41,63	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
EFI Learning Systems Level C #334 Spelling EPC Level 3 ex: #731,2					Dolch S Game (G

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
	Dolch Syllable Game (G)	Using sight word cards students sort cards into piles based on vowel sounds Phonics We Use (LC) Book F ex: p.21 Additional duplicating Masters included in Panoramas (HM) #2 Fiesta (HM) #9,17 Adapt lesson from Shining Bridges Workbook (M) ex: p.45	
			Legend: BL-Barnell Loft NC-New Cent Mer-Merril CP-Continen Press HM-Houghton Mifflin G-Garrard M-MacMillan LC-Lyons and Carnahan

Structural Analysis - Syllables

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5905	Ability to use syllabication principles in a compound word		Given a list of compound words each word part having one vowel sound, student will divide the compound word into its two separate words, showing that each word contains a vowel sound and therefore being a syllable. Ex: baseball base-ball		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
list of compound words rd part having one ound, student will the compound word into separate words, show- t each word contains a ound and therefore syllable. baseball base-ball						Modern Curr.Press Bk.3 ex: pp.87,98, 104 Book C pp.119 Building Reading Skills(MM) Atomic Submarine ex: p.63 New Phonics Skill text (Mer) Bk.C ex: pp.39,42, 44 Better Than Gold (M) ex: p.51,140	Continental Press Phonic Word Skills 4-2 p.12 Secrets (HM) Master #6	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
		VMI Basic Word Attack Skills #12	Cyclo-teacher (teacher-made)		Teacher- word pai make com

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	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
NT	MANIPULABLES	GAMES/CARDS		
-		Teacher-collected word pairs that make compound words		
				Legend: MM-McCormic Mathers Mer-Merrill M-MacMilla HM-Houghton Mifflin

Structural Analysis - Syllables

LEVEL 1-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5906	Ability to use vccv syllabication principle when the medial consonants are the same		Given a list of two syllable words having a double like medial consonant, the student will divide the word between the like consonants and show two syllables with one vowel sound each vccv		3- T7

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
list of two syllable aving a double like consonant, the student vide the word between e consonants and show lables with one vowel ach VCCV		3-1 T73	Level 10 T169			Modern Curric. Press 3 ex: p.107 Building R.Skills (MM) JetPlane ex: 85,89 Atomic Submarine ex: p.66 SpaceShip ex: p.52 Conquests in Reading (MH) ex: p.104,106, 110,112 Dr.Spello (MH) ex: p. 52,53,54 New Phonics Skill text (Mer) Bk.C ex: p.90	Phonics and Word Analysis Skills (CP) 3-2 #9 4-2 #16	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
Patterns, Sounds and Meanings (AB) Letters and Syllables pp.79-81, 83,88		VMI Basic Word Attack Skills #12			

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	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Extra material given in Phonics We Use (LC) Book D ex: pp.71,75 Adapt lesson from Shining Bridges Workbook (M) ex: p.61,84, 131 Better Than Gold ex: p.9,137	Legend: MM-McCormick Mathers MH-McGraw Hi Mer-Merrill CP-Continent Press LC-Lyons and Carnahan M-MacMillan AB-Allyn and Bacon

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Structural Analysis - Syllabication

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5907	Ability to use vccv syllabication principle		Given a list with double medial consonants, the student will divide between the double consonants and be able to give the vowel sound heard in each syllable		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
a list with double consonants, the stu- ill divide between the consonants and be o give the vowel sound in each syllable				Re-ward T221		Modern Curric. Press 3 ex: pp. 105, 106 B-L Working With Sounds D ex: pp. 24-29 Bk.E ex: pp.18-22 Building Reading Skills(MM) JetPlane as on pp. 88,90 Atomic Submarine as on p.67 SpaceShip as on p. 52,53	Phonics and Word Analysis Skills (CP) 3-2 ex: #9	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
Patterns, Sounds and Meanings (AB) Letters & Syllables pp.82,83 Student tapes. response on blank tape		VMI Basic Word Attack Skills #12			

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KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Extra practice given in Cornerstone Readers (FEP) Drumbeats, ex: p.96 Elbowroom ex: pp.110, 125 Extra material given in Phonics We Use Book D (LC) example pp.71,75 Teacher presentation suggested in 2-1 (L) p.T40; 4 T69	Legend: BL-Barnell Loft MM-McCormic Mathers CP-Continen Press AB-Allyn & Bacon FEP-Field Educationa Publications L-Lippincot LC-Lyons and Carnahan

Structural Analysis - Syllabication

LEVEL 2-4 and ungraded

ONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5908	Ability to divide prefixes into syllables		Given a list of words with a root and x prefixes, the student will divide the word into syllables by separating the prefix(es) into separate syllable(s)		3 T
5909	Ability to understand the very limited principle: sometimes suffixes are syllables		Given a list of two or more syllable words - each word containing a root word and a suffix with a vowel sound, the student will divide the words into syllables between the root words and suffixes		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
list of words with a x prefixes, the will divide the word lables by separating ix(es) into separate (s)		3-1 T81		Re-wards T282		Modern Curric. Press 3 ex: pp. 103,104, 106,110, 117 Bk.C p.120 Better Than Gold (M) p.37	Phonic and Word Analysis Skills (CP) 4-1 #23 Rewards (HM) Master #72 Panoramas (HM) Master #4 Secrets (HM) Master #6	
list of two or more words - each word ng a root word and with a vowel sound, dent will divide the nto syllables between words and suffixes				Sec-rets T161 T200 Re-wards T290		Modern Curric. Press 3 ex: pp. 97,98,104, 106,110, 117 Bk.C p120 Building Reading Skills (MM) JetPlane ex: p.85, 91		SRA Il Tan C,D,E, #5

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
						Crossw (HM) Master
						Crossw (HM) Master

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		Crossword Puzzle (HM) Panorama Master #50	Adapt presentation in Reading in a Nutshell (c) example pp.26-42 Adapt presentation in New Phonics Skilltext Book C (Mer) example p.47 Adapt presentation in Conquests in Reading (MH) ex: p.114,121,124, 127	
		Crossword Puzzles (HM) Panorama Master #77,98	Adapt presentation in Reading in a Nutshell (C) example pp.26-42 Adapt presentation in Conquests in Reading (MH) ex: p.130,133, 135,137,139,141	Legend: M-MacMillan MM-McCormick Mathers CP-Continent Press HM-Houghton Mifflin C-Colfax Mer-Merrill MH-McGrawHil

Structural Analysis - Syllabication

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5910	Flexibility in dividing words into syllables using the open and closed vowel principles		Given a list of words having the vcv pattern, students will be able to show flexibility in dividing the words into open (v-cv) or closed (vc-v) syllables by testing the pronunciation of the word and determining the proper vowel sound. students will prove that open syllables (v-cv) give vowel a long sound		

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a list of words having cv pattern, students be able to show flexi- y in dividing the words open (v-cv) or closed syllables by testing ronunciation of the word etermining the proper sound. tudents will prove hat open syllables (v-cv) give vowel a ong sound				Re-wards T222		Modern Curr.Press 3 p.108, 109,110, 117 C p.121, 122 Cornerst. R.(FEP) Drumbeats ex: p.140 Elbowroom ex: p.35 Dr.Spello (MH) ex: p.52,53, 54,55 Conquests in Reading (MH) ex: p.107,109, 110 BetterThan Gold (M) ex: p.62 JetPlane ex: p.90 Atom.Sub. ex: p.68 SpaceShip ex: p.53	Phonics and Word Analysis Skills (CP) 3-2 ex: 11 4-2 ex: 11 Workbooks Mod.Curric. Press Bk.3 ex: p.108 Bk.C p.126, 128,129 BL Working With Sounds Bk.D p.30-32 Bk.E p.23-25	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
EFI Learning Systems # 334 Spelling Level C Patterns, Sounds and Meanings (A3) Syllables and Words p. 42, 43 Patterns, Sounds and Meanings (AB) Letters & Syllables pp. 84, 85, 88					

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Extra material given in Phonics We Use Book D (LC) ex: pp.72,73 Reader's Digest Skill Practice Pad Book 3 example p.52 Better Than Gold (M) Workbook ex: p.140	Legend: FEP-Field Educational Publications MH-McGraw Hill M-MacMillan CP-Continental Press BL-Barnell Loft AB-Allyn & Bacon LC-Lyons and Carnahan

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Structural Analysis - Syllabication

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5910	continued		student will prove that closed syllables (vc-v) give vowel a short sound		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
student will prove that closed syllables (vc-v) give vowel a short sound				Rewards T222		Modern Curric. Press 3 ex: p.108 Bk.C p. 125,128 129 BL Working With Sounds Book D pp.30,32 Conquests in Reading (MH) ex: p.112		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
Patterns, Sounds and Meanings (AB) Letters & Syllables pp.86-88					

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Extra material given in Phonics We Use) (LC) Book D example pp.72,73	

Structural Analysis - Syllabication

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5911	Applying syllabication skills when meeting -le		When given a list of words having -le as an ending, student will take consonant immediately preceding -le and denote the consonant and -le as a separate syllable except when the consonant preceding le is ck		
5912			When given a list of words to be divided into syllables, student will not divide between consonant blends or digraphs		

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
ven a list of words -le as an ending, will take consonant tely preceding -le ote the consonant as a separate syllable when the consonant ng le is ck						MCP Bk.C ex:p.138, 141 BL Working With Sounds Bk.D ex: p.33,34 Bk.E ex: p.26,27 Jet Plane (MM) as on p.91 AtomicSub p.69 Space Ship p. 54 New Phon. Skilltext (Mer) C ex: p.79 Drumbeats (FEP) p122	Phonics and Word Analysis Skills (CP) 3-2 #12 4-2 #7 Panorama (HM) Master #4 Kaleidoscope (HM) Master #3 Unit 2	
ven a list of words ivided into syllables, will not divide be- onsonant blends or s				K T48		Jet Plane ex: p.91 Atom.Sub. ex: p.69 New Phon. Skilltext C p.59,90 D p.67 Drumbeats (FEP) p.117	Phonics and Word Analysis Skills (CP) 4-2 #17	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
Patterns, Sounds and Meanings (AB) Letters and Syllables pp. 89, 90					
Patterns, Sounds and Meanings (AB) Letters and Syllables p. 91					

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Adapt from Better Than Gold (M) Workbook ex: p.40,84 Child should be shown applicable words from his sight vocabulary; he should be asked to pronounce these, give their apparent division--based on this he might be able to deduce rule and later apply rule to unknown words Ex: little lit tle saddle sad dle fickle fick le buckle buck le	Legend: M.C.P.-Mode Curriculum Press BL-Barnell Loft MM-McCormic Mathers FEP-Field Educationa Publicatio Mer-Merrill CP-Continen Press HM-Houghto Mifflin M-MacMillan AB-Allyn an Bacon K-Kalaidesc
			Do similar exercises for other rules	

Structural Analysis - Syllables

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5913	Using flexibility in denoting suffixes as separate syllables		Given a list of words having one or more suffixes, students will use caution in denoting these as separate syllables by checking their decisions with dictionary		
5914	Using syllabication principles and the dictionary in pronouncing words		Given a list of polysyllabic words, the student will be able to utilize syllabication principles in pronouncing unknown words and use the dictionary in checking words that do not seem to follow rules		

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
list of words having more suffixes, students se caution in denoting s separate syllables king their decisions ctionary						Phonics We Use (LC) Book E ex: p.108 109 Book F ex: p.71		
list of polysyllabic the student will be utilize syllabication les in pronouncing un- ords and use the ary in checking words not seem to follow						Dr.Spello (MH) ex: p.56,57, 58 New Webster Language (MH) Book 5 ex: p.107 More Than Words (M) ex: p.96, 34,74	Phonics and Word Analysis Skills (CP) 3-2 #14 4-1 #25 Kaleidoscope (HM)	SRA II Green C,D,E, #1 Red C,D,E, #4,9,1 Tan C,D,E #5,10

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES

KINESTHETIC			
MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		When dealing with suffixes, have students check their divisions in the dictionary even in the primary grades - suffix syllable principles vary!	
		Adapt presentation from Conquests in Reading (MH) ex: p. 141,143 Suggested teacher presentation of Skill given in 5 (L) T40	Legend: LC-Lyons and Carnahan MH-McGraw Hi M-MacMillan CP-Continent Press HM-Houghton Mifflin L-Lippincott

Structural Analysis - Syllabication and Accents

LEVEL 2-4 and ungraded

ONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5951	Hearing the accent in syllables		Given several words orally, the student will clap to denote which syllable is pronounced with more force or is the accented syllable		
5952	Accents in two-syllable words		Given a list of two-syllable words from the child's sight vocabulary, he will denote as directed which syllable is accented or stressed	Bk.4 T284	3 T5

ents

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
veral words orally, ent will clap to hich syllable is ed with more force e accented syllable				Pano rama T246			Phonics and Word Attack Skills (CP) 4-2 #10	
list of two-syllable om the child's sight ry, he will denote as which syllable is or stressed	Bk.4 T284	3-1 T58		Pano rama T304	F.P. T128	BL Working With Sound Book E ex: p.48,49 Phonics We Use(LC) Book F ex: p.83 New Webster Lang. Bk.5 (MH) ex: p.114 Bk.6 p.47 Better Than Gold (M) ex: p.37 More Than Words (M) ex: p.9,21	Panorama (HM) Skill lesson Master #13 Fiesta (HM) Master #19, 20,41,45,59	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
Teacher-made tapes			Language Master EFI Machine teacher - made cards		
Patterns, Sounds and Meanings (AB) Syllables and Words example pp.32,33,36					

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Adapt presentation in Building Reading Skills (MM) Space Ship p.56 Adapt lesson from Better Than Gold Workbook (M) ex: p.3	
		The child will denote where the accent is placed 1) by marking the accented syllable 2) by writing the accented syllable 3) by clapping when the accented syllable is pronounced	Legend: F.P.-Foundati Program BL-Barnell Loft LC-Lyons and Carnahan MH-McGraw Hil M-MacMillan CP-Continenta Press HM-Houghton Mifflin AB-Allyn and Bacon

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Structural Analysis - Syllables; Accented and Unaccented

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEAC	
				O.H.	S.E
5953	Hearing schwa sound in unaccented syllable		Upon oral presentation of words having an unaccented syllable, the student notices and repeats the syllable with the schwa (ə) sound or otherwise notes this syllable Ex: little lit tlə zebra ze'brə		3-1 T68
5954	Recognizing the unaccented syllable visually		Upon presentation of words having an unaccented syllable the student indicates the syllable that contains the schwa sound as directed		

and Unaccented

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
al presentation of aving an unaccented e, the student notices eats the syllable with wa (ə) sound or other- tes this syllable ittle it tlə ebra e'brə		3-1 T68	Level 10 T169			Building Reading Skills(MM) Atom.Sub. ex: p.75 Space Ship ex: p.57 Reader's Digest Skillpad #3 p.49	Continental Press Phonic Word Skills 3-1 p.27 4-2 p.14	
esentation of words an unaccented syllable dent indicates the e that contains the ound as directed				Panorama T251 Panorama Student's 286-291		BL Working With Sounds E ex: p.50 Dr.Spello (MH) ex: p.173,174 Phonics We Use E (LC) ex: p.105,106, 107 Book F ex: p.45,46,47 48,81 Reader's Digest Skillpad Advanced ex: p.61	Phonics and Word Attack Skills (CP) 3-1 ex: #28 Panorama (HM) Master #96	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
Patterns, Sounds and Meanings (AB) Letters and Syllables pp.51-54					

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Adapt lesson to presentation given in Building Reading Skills (MM) Jet Plane Book example p.91	
			Legend: MM-McCormic Mathers BL-Barnell Loft MH-McGraw H LC-Lyons an Carnahan CP-Continen Press HM-Houghton Mifflin AB-Allyn & Bacon

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Structural Analysis - Syllables Accented and Unaccented

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5955	Applying syllabication principles in pronouncing words that are divided between two vowels and one vowel having a schwa sound		Given a list of words where two vowels appear together, but they do not follow the long vowel, special vowel, or dipthong principles, the student will divide the word between the two vowels giving the first one a long sound and the second vowel a schwa sound Ex: dialect giant violent		3 T

d and Unaccented

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
a list of words where owels appear together, hey do not follow the vowel, special vowel, pthong principles, the nt will divide the word en the two vowels giving irst one a long sound he second vowel a sound dialect giant violent		3-2 T90				Modern Curriculum Press Book C ex: p. 134,135 Dr. Spello (MH) ex: p.72 Phonics We Use (LC) ex: p.96	Phonics and Word Analysis Skills (CP) 4-2 #14,15	

MULTI - MEDIA					KINESTHETIC	
AUDIO		VISUAL				
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT		MANIPULABLES	GAME

	KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHE INPUT
T	MANIPULABLES	GAMES/CARDS		
			Adapt presentation given in Cornerstone Readers (FEP) Drumbeats ex: p.110	
				Legend MH-McGraw H LC-Lyons & Carnahan CP-Continent Press FEP-Field Educational Publications

Structural Analysis - Syllabication and Accents

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5956	Flexibility in accenting checked by pronouncing the word as a meaningful unit		Given a list of two-syllable words, the child must display flexibility in placing the accent either in the first or second syllable and test correctness by determining the correct pronunciation of the specific word	Bk.4 T284	3 T
5957	Flexibility in accenting specified words based on sentence or picture context		Given a list of words that can be accented in either syllable depending on word usage, the student will choose the word with correct accent as used in sentence and/or picture context Ex: re cord' re' cord		

cents

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
list of two-syllable the child must display lity in placing the either in the first nd syllable and test ness by determining rect pronunciation of cific word	Bk.4 T284	3-1 T98				Working With Sounds (BL) Bk.D ex: pp.44-46 Phonics Wi.Write & See (NC) ex: p.46, 53 Reader's Digest Skillpad Advanced ex: p.62	Phonics and Word Analysis Skills (CP) 3-2 #27	SRA IIa Gold C,D,E,F 4,9 Aqua C,D,E,F 3,4,6,8 10 Purple C,D,E,F #11
list of words that ccented in either e depending on word he student will choose d with correct accent in sentence and/or context e cord' e' cord				Panorama T257		New Phonics Skill text (Mer) Book D ex: pp.71, 73 Phonics We Use (LC) Book F ex: p.25		

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
APES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Additional presentations given in S.F. 3-1 example T 107	
			Legend: BL-Barnell Lo NC-New Centur CP-Continenta Press Mer-Merrill LC-Lyons & Carnahan S.F.-Scott Foresman

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Structural Analysis - Syllabication and Accents

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5958	Accents in root words with either suffix or prefix as inflected or derived form		When given a list of words having roots and affixes that make up the inflected or derived form, the student will be able to use accent principles and accent the root as directed Ex: un mixed' list' less		3 Tl
5959	Accents in two syllable compound words		Student will show his ability to understand accent principles by pronouncing two syllable compound words correctly, knowing they are usually accented equally in both syllables		3 T

ccents

VIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
ven a list of words roots and affixes that the inflected or form, the student able to use accent ies and accent the directed un mixed' list' less		3-1 T116				B-L Working With Sounds E ex: p.49 Bldg. Read Skills (MM) Space Ship Book ex: p.56 Phonics With Write and See(NC) ex: p.59, 70 New Phon. Skilltext (Mer) ex: Bk.C 72,77 Bk.D 70,71	Phonics and Word Analysis Skills (CP) 4-2 #18	
will show his ability rstand accent principles ouncing two syllable words correctly, they are usually ac- equally in both es		3-1 T182				Building Reading Skills(MM) Atomic Sub ex: p.77 SpaceShip Book ex: p.58	Phonics and Word Analysis Skills (CP) 4-2 #12	

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
Patterns, Sounds and Meanings (AB) Syllables and Words pp.37,38,39, 43					

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Extra material provided in Phonics We Use (LC) Book D example p.94 Better Than Gold (M) Workbook ex. p.58 More Than Words (M) Workbook ex. p.77 Student must be taught that accent rules are not "sure bets", merely guides	
			Adapt material presented in Reader's Digest Skill Practice Pad Advanced ex: p.23	Legend: B-L Barnel Loft MM-McCormic Mathers NC-New Cent Mer-Merril CP-Continen Press AB-Allyn Ba M-MacMillan LC-Lyons & Carnahan

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Structural Analysis - Syllables and Accents

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5960	Utilizing accent clues in words having two syllables		When given a list of two syllable words with clues as specified below, the student will determine that the accent usually falls in the first syllable Clues: 1) if the word has a ck after the short vowel ex: flick'er	Bk.4 T328	
			2) if the word has no prefix ex: mer'chant	Bk.4 T355	
			3) if a two syllable word ends in "y" ex: bod'y pal'sy		

cents

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
given a list of two ble words with clues as fied below, the student determine that the accent ly falls in the first ble 1) if the word has a ck after the short vowel ex: flick'er	Bk.4 T328					More Than Words (M) ex: p.21 Phonics We Use (LC) Bk.E p.96 Bk.F p.88	Phonics and Word Analysis Skills (CP) 4-2 #11 4-2 #12	
2) if the word has no prefix ex: mer'chant	Bk.4 T355	3-1 T66				Building Read.Skills (MM) Atomic Sub Book p.74 Phonics We Use(LC) Bk.D p.85		
3) if a two syllable word ends in "y" ex: bod'y pal'sy						New Phonics Skill text (Mer) Bk.D p.66 Phonics We Use(LC) Bk.E p.96 Bk.F p.93		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
Patterns, Sounds and Meanings (AB) Syllables and Words p.35					
Patterns, Sounds and Meanings (AB) Syllables and Words p.34,35					

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
		Accent principles are only guides. Many students may not need extended practice in this area because of their inability to apply them in fluent reading --they are provided here for ready teacher reference	Legend: M-MacMillan LC-Lyons & Carnahan MM-McCormick Mathers Mer-Merrill CP-Continent Press AB-Allyn & Bacon

Structural Analysis - Syllables and Accents

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5960	Utilizing accent clues in words having two syllables (continued)		4) if the word has a consonant preceding -ture and -le	Bk.4 T348	
			5) if the word contains a syllable with a long vowel sound, that syllable is usually accented	Bk.4 T355	3- T6

nts

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OT
) if the word has a consonant preceding -ture and -le	Bk.4 T348					New Phonics Skill text (Mer) Bk.D p.64 Building Reading Skills(MM) Atomic Submarine ex: p.75 Phonics We Use(LC) Bk.D p.84 Bk.F p.88	Phonics and Word Analysis Skills (CP) 4-2 #18	
) if the word contains a syllable with a long vowel sound, that syllable is usually accented	Bk.4 T355	3-1 T66				Building Reading Skills(MM) AtomicSub Bk. p.74 Phonics We Use(LC) Bk.D p.85		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
APES/ WORKSHEETS	RECORDS	FILMS,LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES
Patterns Sounds and Meanings(AB) Syllables and Words pp.37,38					
Patterns, Sounds and Meanings(AB) Syllables and Words p.35,36					

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KINESTHETIC			
MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
		Extra practice given in Phonics We Use (LC) Book F example p.99 Reader's Digest Skill Practice Pad Advanced example p.61	
		Extra material provided in Phonics We Use (LC) Book E p.97 Book F example pp.27, 28,30,31,33,34,36,37, 39,40	Legend: Mer-Merrill MM-McCormick Mathers LC-Lyons & Carnahan CP-Continenta Press AB-Allyn & Bacon

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Structural Analysis - Syllables and Accents

LEVEL 3-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5961	Utilizing clues in placing accent in polysyllabic words		Student will demonstrate his ability to utilize specific clues when given a list of multi-syllabic words in determining their accent		3 T
			Clue 1) two like consonants are a clue to the accent placed in the syllable that has the first of the two twin consonants Ex: ag'gra vate con trol'ler		3 T
			Clue 2) two vowels in the final syllable may be a clue to an accented final syllable (objective continued next page)		3 T

cents

EHAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
nt will demonstrate his ty to utilize specific when given a list of -syllabic words in de- ning their accent		3-1 T170				More Than Words (M) ex: p.138	Phonics and Word Analysis Skills (CP) 4-2 #12	
1) two like consonants are a clue to the accent placed in the syllable that has the first of the two twin consonants : ag'gra vate con trol'ler		3-2 T118						
2) two vowels in the final syllable may be a clue to an accented final syllable bjective continued next page)		3-2 T170				Phonics We Use (LC) Book F ex: p.42		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME

	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
			Accent principles are only guides. Many students may not need extended practice in this area because of their inability to apply them in fluent reading - they are provided here for ready teacher reference.	Legend: M-MacMillan CP-Continenta Press LC-Lyons & Carnahan

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Structural Analysis - Syllables and accents

LEVEL 3-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5961	continued		Clue 3) If de-, re-, be-, ex-, in-, or a- are the first syllable, this syllable is usually unaccented		
			Clue 4) words of three or more syllables, usually have their accent on one of the first two syllables Ex: cat' a pult		T

nts

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHER
If de-, re-, be-, ex-, in-, or a- are the first syllable, this syllable is usually unaccented						Building Reading Skills (MM AtomicSub ex: p.74, 75 New Phonics Skill text (Mer) Book C ex: p.70 Phonics We Use (LC) Book E p. 96	Phonics and Word Analysis Skills (CP) 4-2 #18	
words of three or more syllables, usually have their accent on one of the first two syllables Ex: cat' a pult		3-2 T118				Building Reading Skills(MM) Atomic Submarine ex: p.78 Phonics With Write and See (NC) p.74		

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES

	KINESTHETIC			
T	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
				Legend: MM-McCormick Mathers Mer-Merrill LC-Lyons & Carnahan NC-New Centu CP-Continent Press

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Structural Analysis - Syllables and Endings

LEVEL 3-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TEA	
				O.H.	S.
5962	Polysyllabic words not usually accented in last syllable		Given a group of words of three or more syllables, the student will display flexibility and accent the words in the first or second syllable and test his choice by pronouncing the word for correctness Ex: med'i cine ac'ci dent de ter'mine in tel'li gent		3- Tl
5963	Accent flexibility in derivative form		Student will show his flexibility in shifting the accent in words that have a derivative form Ex: sym'bol sym bol'ic pop'u lar pop u lar'ity		

ings

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a group of words of or more syllables, the t will display flexibil- d accent the words in rst or second syllable st his choice by pro- ng the word for correct- med'i cine ac'ci dent de ter'mine in tel'li gent		3-2 T112				New Phonics Skill text (Mer) Book D ex: p.69 Phoncs We Use (LC) Bk.F p.23 More Than Words (M) ex: p.41		
nt will show his flex- ty in shifting the t in words that have a ative form sym'bol sym bol'ic pop'u lar pop u lar'ity								

MULTI - MEDIA					KINESTHETIC	
AUDIO			VISUAL			
TAPES/ WORKSHEETS		RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAM
				Cyclo-teacher (teacher-made) EFI (teacher-made)	Blackboard presentation by teacher	
				Cyclo-teacher (teacher-made) EFI (teacher-made)	Blackboard presentation by teacher	

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
r- r-	Blackboard presentation by teacher		Suggested teacher presentation given in 3-1 (L) on p.78 Teacher-made activities and tapes	
er- er-	Blackboard presentation by teacher		Teacher made activities and tapes	Legend: Mer-Merrill LC-Lyons & Carnahan M-MacMilla L-Lippinco

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Structural Analysis - Syllabication - Accents

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S
5964	Recognizing primary and secondary accents		Given multisyllabic words, the student will recognize and show that these words may have a primary (heavy) and a secondary (lighter) accent by following specific directions Ex: EX hi BI tion ex'hi bi'tion TEL e VI sion tel'e vi'sion		3 T

cents

AVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	ITS/ OTHER
ultisyllabic words, dent will recognize w that these words e a primary (heavy) econdary (lighter) by following specific ons EX hi BI tion ex'hi bi'tion TEL e VI sion tel'e vi'sion		3-2 T174				Dr.Spello (MH) ex: p.72 Phonics We Use F (LC) ex: p.93 Reader's Digest Skill Practice Pad Advanced ex: p.65	Continental Press Phonic Word Skills 3-2p.29,30 4-2 #27	

MULTI -/MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAME
			Cyclo-teacher (teacher-made) EFI (teacher-made)	Blackboard presentation by teacher	

	KINESTHETIC			
NT	MANIPULABLES	GAMES/CARDS	SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
r er- er-	Blackboard presentation by teacher		Suggested plan for teacher presentation given in 3-2 (L) page T49 Teacher-made activities and tapes	
				Legend: MH-McGraw H LC-Lyons & Carnahan L-Lippincot EFI-Electro Futures,In

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Structural Analysis - Syllabication-Accents

LEVEL 2-4 and ungraded

CONCEPT NUMBER	SKILL SEQUENCE	PRE & POST TEST	BEHAVIORAL OBJECTIVES	TE	
				O.H.	S.
5965	Placing primary accent in words ending in -ion		Given a list of words ending in -ion, the student will show that the primary accent usually falls on the next to the last syllable re la'tion tu i'tion		3 T
5966	Placing primary accent in words ending in -ity, ic, ical, ian, ial and ious		Given a group of words ending in -ity, -ic, -ical, -ian, -ial, -ious, the student will recognize and show that the primary accent usually falls in the syllable before the suffix		

nts

HAVIORAL OBJECTIVES	TEACHER TEXTS					STUDENT - PRINT MATERIALS		
	O.H.	S.F.	S.F. SYS.	H.M.	O.C.	WORKBOOKS	DITTO MASTER LISTS	KITS/ OTHE
a list of words ending n, the student will hat the primary accent y falls on the next to st syllable la'tion i'tion		3-2 T91				Phonics We Use (LC) Bk.F ex: p.93		
group of words ending , -ic, -ical, -ian, -ious, the student will ize and show that the accent usually falls syllable before the						Phonics We Use (LC) Book F ex: p.93		

MULTI - MEDIA				KINESTHETIC	
AUDIO		VISUAL			
TAPES/ WORKSHEETS	RECORDS	FILMS, LOOPS FILMSTRIPS TRANSPARENCIES	EQUIPMENT	MANIPULABLES	GAMES/
			Cyclo-teacher (teacher-made) EFI (teacher-made)	Blackboard presentation by teacher	
			Cyclo-teacher (teacher-made) EFI (teacher-made)	Blackboard presentation by teacher	

KINESTHETIC		SUGGESTED LEARNING ACTIVITIES	TEACHER INPUT
MANIPULABLES	GAMES/CARDS		
Blackboard presentation by teacher		Teacher-made tapes	
Blackboard presentation by teacher		Teacher-made tapes	Legend: LC-Lyons & Carnahan EFI-Electroni Futures,Inc.

MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

1973 - 1974

READING IMPROVEMENT

COMPREHENSION AND STUDY S

K - 4

COMPILED BY.............

Lynda Bechdel
Mae De Moske
Lari Dhein
Rita Johnson

WILLIAM R. KIEVIT
Asst. Supt. Curriculum & Instruction

MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

1973 - 1974

EADING IMPROVEMENT

NSION AND STUDY SKILLS

K - 4

Irm Schoellkopf
Joyce Schultz
Diane Wagner

ARTHUR G. MARTIN
Superintendent of Schools

The Reading Improvement Guide is designed to be used as a working tool for an organizational framework which enables the classroom teacher to select and be a specific skills.

The role of the teacher becomes one of tutor, organizer, resource person, Moorestown Township Elementary Schools is a major responsibility of the classroom exciting plans in our schools today, with the focus on the individuality of the le to be the same as "teaching students individually." It is individualized when the and time are considered for each student. The attempt to organize and assemble sk one. Please make any notations in your guide that will be helpful toward improvin objectives, print and non-print materials, suggested teaching and learning activit are included in the format. Effective and flexible small group instruction is emp for instruction on a one-to-one basis.

Staff development, an important part of our program, will continue to be o conferences, and demonstration lessons. Obviously, an effective developmental prog and the community influence the student's attitude toward reading. The reading p meetings, parent-teacher conferences, and upon visitation.

We are highly indebted to the reading committee for their diligent efforts ned to be used as a working tool for the teacher. Much emphasis has been placed on classroom teacher to select and be aware of many materials available in teaching

tutor, organizer, resource person, and manager of learning. Teaching reading in the jor responsibility of the classroom teacher. Individualization is one of the most focus on the individuality of the learner. Individualized instruction does not have lly." It is individualized when the selection of objectives, materials, procedures, attempt to organize and assemble skills, materials, and activities was a challenging that will be helpful toward improving your program. Concept and/or skill numbers, gested teaching and learning activities, as well as suggested mastery checks (tests) ible small group instruction is emphasized in our program as well as opportunities

our program, will continue to be ongoing through in-service meetings, individual ly, an effective developmental program must go far beyond the classroom. The home ude toward reading. The reading program will be presented to the community through visitation.

ommittee for their diligent efforts, dedication, and contribution.

William R. Kievit

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ABBREVIATIONS

AB	Allyn Bacon
ABC	American Book Company
B	Benefic Press
BL	Barnell Loft
BELL	Bell and Howell
BOW	Bowmar
CW	Child's World
D	Dent
DEX	Dexter and Westbrook
DLM	Developmental Learning Materials
DOU	Doubleday and Company Inc.
DUSO	Developing Understanding Self and Others
DW	Dexter and Westbrook
EAT	Educational Advancement Team
EBP	Encyclopedia Britannica Press
EC	The Economy Company
ECA	Education Corporation of America
EDL	Education Development Laboratories
ED SER	Educational Services Inc.
EFI	Electronic Future Inc.
EMC	EMC Corp., Crestwood House Inc.

ENT
EPC
ES
F .
FEP
FL.
FOL
FS.
FS/C
FS/R
FV.
G .
GP
H .

ABBREVIATIONS

ENT	Enterprise
EPC	Educational Progress Co. Audio Lessons
ES	Educreative Systems
F	Fearon Publishers
FEP	Field Educational Publ., Inc.
FL.	Filmloop
FOL	Follett Publishing Company Adventure In Space
FS.	Filmstrip
FS/C.	Filmstrip and cassette
FS/R.	Filmstrip with Record
FV.	Fountain Valley Tests

FV Comp - FV Comprehension Tests
FV Voc - FV Vocabulary Tests
FV SSK - FV Study Skill Tests

Levels:		
	1-Red	4-Green
	2-Orange	5-Blue
	3-Yellow	6-Purple

1-2, 3-6 etc. = Objective Numbers

G	Garrard
GP	Gates-Reardon Reading Exercises
H	Holt, Rinehart and Winston, Inc.

ABBREVIATIONS - continued

HAM	Hammond
HBJ	Harcourt Brace Jovannovich
HEATH	D. C. Heath and Company
HW	Harr Wagner Publishing Company
I	Ideal
IMP	Imperial
ITTI	International Teaching Tapes Inc.
INST	Instructo
INSTRUCTOR	Map Reading
ITA	Initial Teaching Alphabet
J	Johnson Publishing Company
K	Kindergarten
K-W	Kottmeyer-Ware
LC	Learning Center
Learn	Learning Through Seeing Inc. Tachistoscope F/S
LyC	Lyons-Carnahan
3M	3M Corporation
MB	Milton Bradley
McCOR	McCormick-Mathers Publishing Company
McM	McMillan

ABBREVIATIONS - continued

McM-RD	McMillan Reading Comprehension
McM-VD	McMillan Vocabulary Development
ME	Charles E. Merrill Books Inc.
N	Noble and Noble
NEW	New Century Publications
NPR	New Practice Reader (Web)
OH	Open Highways
P	Peabody
PREN	Prentice-Hall Company
RC	Rheem Califone
RD	Reader's Digest Reading Skill Practice Pad #1,2,3, Adv. Audio Lessons Reading Skill Builder
REC	Responsive Environment Corp. Talking Page
RH	Random House
RHRP	Random House Reading Program
RHSP	Random House Skilpacers
RHWP	Random House Word Pacers
R-SCIS	Science Curriculum Improvement Study, Rand McNally and Co.
RSL	Houghton-Mifflin Reading Skills Lab

ABBREVIATIONS - continued

SAT	Stanford Achievement Test
SC	Scholastic Book Services
SE	Sesame Street Book and Record
SF	Scott Foresman
SFS	Scott Foresman Systems
SII	Schoolhouse Industry Inc.
SRA	Science Research Associates
TD	Teacher Directed
TE	Teacher's Edition
TT	Transparency
$\frac{\text{VD-3}}{19}$	MacMillan Company = $\frac{\text{Voc. Development - Level 3}}{\text{p. 19}}$
VMI	Visual Materials, Inc.
WB	Workbook
WEB	Webster Co.-McGraw Hill
Z	Xerox Corporation
△	For Students Who Need Greater Challenge

6000 Listening Comprehension - Literal

6010 - 6019 Discrimination - Auditory

BEHAVIORAL OBJECTIVES	PRINT		MATER
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
6011 Given an oral stimulus, with or without a visual, the student will discriminate and identify the presentation with a(n) (oral (written response.			SRA Li Ia - 1 Ib - 1 Ic - 1 IIa - Rec-Ta Pre-Re Dou - SFS Te Librar EMC - Heath Disc S H - Bi Reader ECA - Tape 2 2545 P - La Level

MATERIALS				
			NON-PRINT	
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
		SRA Listening Skills Ia - 1, 2, 4, 12 Ib - 1, 5 Ic - 1, 2 IIa - 2	FS/R 1983 2148 2149 2283 Tr. UMI List and Mem. Level 1 & 2, #1, 2, 3, 4, 11, 12	
		Rec-Talking Pages Pre-Reading 1:6; 4:1,3		
		Dou - Prime-O-Tec #1, 2		
		SFS Teacher's Read Aloud Library Level 1, 2, 3		
		EMC - Sports Close-ups		
		Heath - Minisystems Aud. Disc Short Sent.		
		H - Bill Martin's Instant Readers Levels 1, 2, 3		
		ECA - Aud. Perception Skills Tape 2541, 2542, 2543, 2544, 2545		
		P - Language Development Kit Level 2		

MATERIALS		
MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	Impersonation Ex. Favorite TV personalities	1. Refer to SRA Listening Prog. (Teacher's Guide)
		2. Identify sounds: Ex. In classroom From record Taking walk
		3. Word discrimination
		4. Match: picture-sound
		5. Consonant Recognition Initial) Match like sou Medial) or omit incorr Final) sound
		6. Listening Field Trips
		7. Tape-record. Ex. Familiar persons - chil identifies speaker
		8. Sound Patterns. Ex. I see that cat (stress pl different word each rea
		9. Teacher gives sound, st tell where it might be Ex. circus, grocery sto library

	SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
ties	1. Refer to SRA Listening Skills Prog. (Teacher's Guide)	1. Picture or Word Cards Ex. Cards Sound cow moo dog horse	
	2. Identify sounds: Ex. In classroom From record Taking walk	2. Illustrate. Ex. zoo sounds	
	3. Word discrimination	See Moorestown Language Arts Guide, p. 5	
	4. Match: picture-sound		
	5. Consonant Recognition Initial) Match like sounds Medial) or omit incorrect Final) sound	1. For resource books 2. Activity 3 Auditory Discrimination 3. Valuable ideas under Focused Listening, p. 7	
	6. Listening Field Trips		
	7. Tape-record. Ex. Familiar persons - child identifies speaker		
	8. Sound Patterns. Ex. I didn't see that cat (stress placed on different word each reading)		
	9. Teacher gives sound, students tell where it might be heard. Ex. circus, grocery store, zoo, library		

6000 Listening Comprehension - Literal

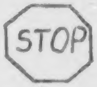
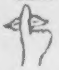
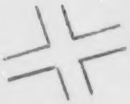
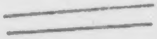
6010 - 6019 Auditory-Visual Imagery

	BEHAVIORAL OBJECTIVES	PRINT		MATERI
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
6012	Given an oral stimulus, the student will use his imagination to identify the stimulus and give a(n) (oral (written response.	Teacher's Resource Text EBP - Lang. Ex Early Childhood Lang Ex in Reading Level I, II, III		SRA Li Ia - 1 Ic - 4 (EAT) Tale r ECA Au Skills Aud. I Health Creati Hilda ITTI - 6012 E Page Pre-re

MATERIALS

	PRINT		NON-PRINT		
		KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
e			SRA Listening Skills	Primary Fairy Tale filmstrips	
			Ia - 1, 2, 4, 6, 8		
			Ic - 4, 11, 12	FS/R: 1714	
				1715	
			(EAT) Primary Fairy	1681	
			Tale records	1682	
g				1683	
			ECA Auditory Perception	1684	
			Skills		
			Aud. Imagery 2542	Tr. VMI Visual Disc.	
				Level K-1	
			Health-Minisystems		
			Creative Arts		
			Hilda the House		
			ITTI - part 2, #2		
			6012 EAT - Rec-Talking		
			Page		
			Pre-reading 14:2		

MATERIALS		
KINESTHETIC		SUGGESTED TEACHING
MANIPULABLES	GAMES/CARDS	AND LEARNING ACTIVITIES
	"Charades" "Where is Susie?" (teacher describes place - for correct answer, points are awarded) M.B. - geometric figures and solids	1. Verbalizing mental pictu from story or article 2. "Identification" 1. Beginning consonant of object 2. Word - object 3. Children draw symbols fo words - teacher gives wo that can be symbolized Examples: Stop. Child could draw Quiet. Child could draw Crossroads. Child could draw Railroad tracks. Child could draw See Moorestown Language Guide p. 5, activity 2; p. 18, activity 3, 4 4. Give Language Experience background to promote la development and encourag and comprehension

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Verbalizing mental picture from story or article	1. Fun Cards Ex. circus - child verbalizes or illustrates mental pictures	
2. "Identification" 1. Beginning consonant of object 2. Word - object	2. Flash cards Verbal response Worksheets: Ex. things - sounds	
3. Children draw symbols for words - teacher gives words that can be symbolized Examples: Stop. Child could draw  Quiet. Child could draw  Crossroads. Child could draw  Railroad tracks. Child could draw  See Moorestown Language Arts Guide p. 5, activity 2; also p. 18, activity 3, 4	3. Student listens to nursery story - older student can listen to historical account, student draws picture to show his conception of the "setting." Ex: house of the three little pigs oven in Hansel & Gretel where Lincoln delivered Gettysburg Address	
4. Give Language Experience background to promote language development and encourage voc. and comprehension	4. Paint a picture that musical presentation brought to mind.	

6000 Listening Comprehension - Literal

6020 - 6029 Vocabulary

	BEHAVIORAL OBJECTIVES			MATER
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
6020	Given an oral vocabulary task, the student will react by giving a(n) (oral (written response(s) as directed			SRA L Ia, I ITTI Rec-Ta Pre-R
6021				

MATERIALS PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
		SRA Listening Skills	FS/C Discovering New Words	
		Ia, Ib, Ic		
			#1980	
		ITTI part 2 #6, 13	1981	
			1982	
		Rec-Talking Page	1983	
		Pre-Reading #7:1	1984	
			1985	

MATERIALS

KINESTHETIC		
MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	"Charades"	1. Teacher reads a list of words, st responds orally with a synonym or antonym based on teacher direction
		2. Student listens to short descripti sentence or story, then writes or the homophone that completes the s Ex: Boys and girls ate all the pc The clock struck eight it was to go to bed.
		3. Tell a story using an unknown word various contexts with definition a setting clues. Ask youngsters to orally define the word.
		4. Divide class into partners to play Quiz Show Games for 5-10 minutes a using content area vocabulary. On can be timer for all pairs.
		5. Idioms--Colloquism see Moorestown Arts Guide p. 11, Activity 3
		6. Moorestown Language Arts Guide p. Activity 6020.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Teacher reads a list of words, student responds orally with a synonym or antonym based on teacher direction.

2. Student listens to short descriptive sentence or story, then writes or draws the homophone that completes the story:
   Ex: Boys and girls ate all the popcorn.
   The clock struck eight it was time to go to bed.

3. Tell a story using an unknown word in various contexts with definition and setting clues. Ask youngsters to orally define the word.

4. Divide class into partners to play various Quiz Show Games for 5-10 minutes a day--using content area vocabulary. One student can be timer for all pairs.

5. Idioms--Colloquism see Moorestown Language Arts Guide p. 11, Activity 3

6. Moorestown Language Arts Guide p. 17, Activity 6020.

STUDENT ACTIVITIES

1. "Beat the Clock"
   Student supplies one word clues to his partner till partner guesses the word. A list of 5-10 words should be given to be guessed in 60 or more seconds.

Ex:

List	Possible clues
royal	king, highness, palace, his
highway	street, fast, super, road

(Use vocabulary from content area.)

MASTERY CHECK

6000 Listening Comprehension - Literal

6030 - 6039 Following Directions

	BEHAVIORAL OBJECTIVES	PRINT		MATER
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
6030	Given an oral stimulus, the student will demonstrate his ability to follow directions with a(n (motor (oral (written response.	Many valuable ideas in teacher's guides of: 1. SRA listening Skill Programs 2. ITTI Primary Reading Tapes 3. Herr: Perceptual Communication Skills 4. Moorestown Language Arts Guide p. 5 & 6 5. SRA Reading Lab: Listening Skill builders in T.ED. Kits Ia, Ib, Ic, IIa		SRA Liste Ia, Ib, I Ib-1 3m Wollen Intro. to EFI machi ITTI - pa System 80 oral dire should be are often a word or Teacher s check tha tions are Random Ho Orange - (EAT) Re Reading Phonics

		MATERIALS		
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
eas des		SRA Listening Skills Ia, Ib, Ic, IIa-4 Ib-1	Tr-VMI-List and Inter. #3, 4 List and Mem #5, 6	
Skill		3m Wollensak Teach Tapes Intro. to List. R0101		
Reading		EFI machine		
		ITTI - part 2 #14		
tual Skills nguage 5 & 6 ab: ll .ED Ic, IIa		System 80 - gives specific oral directions. Teacher should be aware that children are often instructed to repeat a word or sound orally. Teacher should periodically check that these oral instructions are followed.		
		Random House Skilpacer Orange - FD tape		
		(EAT) Rec-Talking Pages Pre-Reading 1:4, 3:1, 2; 15:2 Phonics		

MATERIALS

MANIPULABLES

KINESTHETIC GAMES/CARDS

1. "Mother, May I?"
2. "Simon Says"
3. Finger play to orally given poem
4. Blind-folded child is directed to follow sound to get to specific object (sound level is raised to indicate "nearing" object)
5. "Hot-Cold" game to get to specific object

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Children are directed to close
   eyes and follow specific instru
   to a chair:
   Ex: 1 clap proceed forward
   3 claps stop
   whistle - 2 steps right
2. Pattern clapping (music)

   | ta (whole beat)
   ⊓ ti-ti (2½ beats)

   Ex: | | ⊓ | or ⊓ | | ⊓
3. Drawing to teacher directions
   Some directions might be:
   draw a house, draw the sun abov
   the house, flowers between a
   tree and the house, etc.
4. Tape one, two, and three step directions that child must remember and then do (use EFI machine)

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Children are directed to close their eyes and follow specific instructions to a chair:
   Ex: 1 clap proceed forward
   3 claps stop
   whistle - 2 steps right

2. Pattern clapping (music)

   ı ta (whole beat)
   ⊓ ti-ti (2½ beats)

   Ex: ı ı ⊓ ı or ⊓ ı ı ⊓

3. Drawing to teacher directions
   Some directions might be:
   draw a house, draw the sun above the house, flowers between a tree and the house, etc.

4. Tape one, two, and three step directions that child must remember and then do (use EFI machine)

STUDENT ACTIVITIES

1. Children sing traditional songs and clap each time they sing a rhyming word.

2. Student participation:
   - Raise your right hand
   - Anyone who has a dog say: Bow-wow
   - Anyone who likes to draw clap twice

3. Children mimic action:
   - Let's swim, swim, swim all day
   - Let's eat, eat, eat all day

4. Children learn to recall digits--teacher/child says and child repeats:
   5 - 3 - 8 - 9
   5 - 4 - 6 - 12
   2 - 7 - 11 - 4 - 9

MASTERY CHECK

6000 Listening Comprehension - Literal

6040 - 6049 Main Idea

	BEHAVIORAL OBJECTIVES			MATERI
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
6040	Given an oral stimulus, the student will state the main idea with a(n) (oral (written response.		SRA Reading Lab: Listening Skill Builder in T.ED. Kit Ia, Ib, Ic, IIa	SRA-Lis Ib - 7 Ic - 9, IIa - 7

MATERIALS			
PRINT	NON-PRINT		
KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
SRA Reading Lab: Listening Skill Builder in T.ED. Kit Ia, Ib, Ic, IIa	SRA-Listening Skills Ib - 7 Ic - 9, 10 IIa - 7, 8		

MATERIALS		
KINESTHETIC		
MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Small group or Learning Center activity: After hearing a short story, stu retells plot in one sentence (at L.C. this could be taped, or wri results should be shared with al children using learning center)
		2. Slower students may profit from having entire story reviewed wit important parts of plot written on blackboard then these student can summarize main idea.
		3. Students listen to debate, TV pa discussion, or radio and then ma one-sentence summary of the posi of each participant.
		4. Teacher might daily read from a to student. Next day students g main idea of previous day's read

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Small group or Learning Center activity: After hearing a short story, student retells plot in one sentence (at L.C. this could be taped, or written results should be shared with all children using learning center)	1. Identify story by title (telling various elements or playing only part of the story, student will give its title).	
2. Slower students may profit from having entire story reviewed with important parts of plot written on blackboard then these students can summarize main idea.	2. Students listen to tall tales for purpose of telling main idea.	
3. Students listen to debate, TV panel discussion, or radio and then make a one-sentence summary of the position of each participant.	3. Older student might listen to tapes of speeches or historical events and then state in his own words the main idea of each.	
4. Teacher might daily read from a book to student. Next day students give main idea of previous day's reading.	4. Based on orally presented materials student can: a. select a title for it b. write their own title c. choose the main idea from several given d. state the main idea in their own words	

6000 Listening Comprehension - Literal

6050 - 6059 Related Details

BEHAVIORAL OBJECTIVES			MATERI
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
6050 Given an oral stimulus, the student will recall, and/or identify related details by giving a(n) (oral (written response(s).		SRA Reading Lab: Listening Skill Builders T.ED, Ia, Ib, Ic, IIa	SRA Lis Ia - 11 Ib - 2, Ic - 3, IIa - 7 ITTI pa 11, 12 17, 18 Rec-Tal Reading

MATERIALS				
		NON-PRINT		
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	SRA Reading Lab: Listening Skill Builders T.ED, Ia, Ib, Ic, IIa	SRA Listening Skills Ia - 11 Ib - 2, 6, 8, 10 Ic - 3, 4 IIa - 7, 8 ITTI part 2, #9, 10, 11, 12 (who, what, where), 17, 18 Rec-Talking Page Pre-Reading Book 1:3	Tr. VMI - List and Inst Level 2 & 3, #6, 7 Listening and Memory Level 1 & 2, #9, 10	

MATERIALS

MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Content area directions and teachi
involves a great deal of listenin
youngsters to use the TQLR method

    a. Tune in - Student forces a "mi
    on topic to be explores

    b. Questions material to be cover
    What does he already know? Wha
    else will be covered.

    c. Listen and tries to organize
    thoughts as speaker progresses
    Looks for main idea and relate
    details.

    d. Review all material heard.

2. As students listen for details ma
need visual stimulus initially to
concentration.
Ex. Show picture quickly - then
detailed story; give student
chance to recall as many det
as possible.

See Moorestown Language Arts Guide g
dramatizing p. 6, Activity 3, 4, 5.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Content area directions and teaching involves a great deal of listening. Help youngsters to use the TQLR method:
   a. Tune in - student forces a "mind set" on topic to be explores
   b. Questions material to be covered. What does he already know? What else will be covered.
   c. Listen and tries to organize thoughts as speaker progresses. Looks for main idea and related details.
   d. Review all material heard.
2. As students listen for details many may need visual stimulus initially to force concentration.
   Ex. Show picture quickly - then tell detailed story; give students a chance to recall as many details as possible.

See Moorestown Language Arts Guide group dramatizing p. 6, Activity 3, 4, 5.

STUDENT ACTIVITIES

1. "Who or What Am I?" Give many clues until child guesses object.
2. Conversation parts are orally presented. Students will retell what the various characters said. Ex. Goldilocks and the Three Bears.
3. Students can tape a story - another student can retell details of story.
4. Student listens to story with words missing. Student will supply missing words orally or by writing it.
5. Allow students to listen to radio program. They will retell the who, what, when, where details.

MASTERY CHECK

6000 Listening Comprehension - Literal

6060 - 6069 Verification of Fact

	BEHAVIORAL OBJECTIVES			MATERI
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
6060	Given an oral stimulus, the student will determine whether specific facts were actually presented in a specified passage by giving a(n) (oral (written response(s).	Teacher reads stories from: New Practice Readers CDE #4, 5 - all lessons	SRA Reading Lab: Listening Skill Builders, T.ED, Ia, Ib, Ic, IIa	SRA Lis IIa - 1

MATERIALS				
			NON-PRINT	
PRINT		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	SRA Reading Lab: Listening Skill Builders, T.ED, Ia, Ib, Ic, IIa	SRA Listening Skills IIa - 12		

MATERIALS			
MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
			1. Teacher will provide material f listening and then present spec statements. Students will veri if the statement was in the lis exercise by saying yes, no, or say (thus student notes that it have been implied, but did not specifically say). 2. Moorestown Language Arts Guide, p. 6, Recognition of Specific Information - adapt.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Teacher will provide material for listening and then present specific statements. Students will verify if the statement was in the listening exercise by saying yes, no, or did not say (thus student notes that it may have been implied, but did not specifically say).	1. Students act make up and present radio commercials. Other students list the actual facts presented in the commercial.	
2. Moorestown Language Arts Guide, p. 6, Recognition of Specific Information - adapt.	2. A group of youngsters listens to a staged telephone conversation between two classmates. Later someone in the group checks the group how accurately they remember what items were talked about.	
	3. Based on presented telephone conversation class is asked to recall who spoke about what.	

6000 Listening Comprehension - Literal

6070 - 6079 Context

	BEHAVIORAL OBJECTIVES			MATER
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
6070	Given an oral stimulus, the student will complete the thought unit as directed with a(n) (oral (written response.		SRA Reading Lab Listening Skill Builder, T.ED, Ia, Ib, Ic	SRA Lis Ia - 7 Ib - 2, ITTT pa Rec-Tal Pre-Rea 3, 4

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	SRA Reading Lab Listening Skill Builder, T.ED, Ia, Ib, Ic	SRA Listening Skills Ia - 7 Ib - 2, 3, 7, 10 ITTT part 2 #1, 2 Rec-Talking Pages Pre-Reading 5:1, 2, 3, 4		

MATERIALS		
KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Teacher or tape (using familiar riddles) student supplies missing word.
		2. Teacher describes familiar items, students identify the objects.
		3. See Moorestown Language Ar Guide p. 16, Activity 1 (Listening), also p. 17, Activity 1, 4

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Teacher or tape (using familiar riddles) student supplies missing word.	1. Nursery rhymes (children supply missing word)	
2. Teacher describes familiar items, students identify the objects.	2. Student listens to two sentences using homonym then he supplies a synonym to fit the context. Ex: He made his first home run. The dog was free for a long run.	
3. See Moorestown Language Arts Guide p. 16, Activity 1 (Listening), also p. 17, Activity 1, 4	3. Student fills in missing word by using context and beginning consonant sound clues. Ex: We rented a c________ and also two paddles to go boating on the lake.	

6000 Listening Comprehension - Literal

6080 - 6089 Classification

BEHAVIORAL OBJECTIVES	PRINT		MATERI
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
6080 Given an oral stimulus, the student will demonstrate his ability to classify with a(n) (oral (written response.			SRA Lis Ia - 8 Ib - 1,

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
		SRA Listening Skills Ia - 8 Ib - 1, 10, 11	Tr. VMI - Visual Discrimination Level K-1	

MATERIALS

KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Teacher names several items - s classify items.
		2. Teacher names six items, four o are used as kitchen utensils, t are used in the babies' room. will recall them accurately and know where they were found.
		3. Begin naming items in certain c ask students to "Add on."
		4. Ask students to respond "yes" i item makes you think of; Ex. so 1. a shrill voice 2. a pink rose 3. a gray goose 4. an auto horn, etc
		Excellent Resource Manual Herr: Perceptual Communication Ski

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Teacher names several items - students classify items	1. Association Games ... in categories Ex: knife ... fork pear ... apple ... by function Ex: birds ... fly hammer ... nails basket ... to carry	
2. Teacher names six items, four of them are used as kitchen utensils, three are used in the babies' room. Children will recall then accurately and will know where they were found.		
3. Begin naming items in certain categories, ask students to "Add on."		
4. Ask students to respond "yes" if an item makes you think of; Ex. sound (etc.) 1. a shrill voice 2. a pink rose 3. a gray goose 4. an auto horn, etc	2. "I Spy" Identify objects with people in stories. Ex: Knitting needle--the old lady ladder--painter	
Excellent Resource Manual Herr: Perceptual Communication Skills		

6000 Listening Comprehension - Literal

6090 - 6099 Sequence

	BEHAVIORAL OBJECTIVES			MATERI
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
6090	Given an oral stimulus, randomly arranged, the student will list the stimulus sequentially in a(n) (oral (written response.	See Moorestown Language Arts Guide for suggestions p. 6 (dramatizing and retelling story). SRA Reading Lab Listening Skill Builder T.ED. Ia, Ib, Ic, IIa		SRA Lis Ia - 6, Ib - 4, Ic - 7, IIa - 5 ITTI pa order),

	MATERIALS			
		NON-PRINT		
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
guage ges- izing y).		SRA Listening Skills Ia - 6, 11 Ib - 4, 7, 9, 11 Ic - 7, 8, 12 IIa - 5, 6	Tr. VMI List and Interp Level 2 & 3 #10 List and Memory Level 1 & 2 #8	
stening . Ia,		ITTI part 2 #3 (alpha. order), 5, 7		

6100 Listening Comprehension - Interpretive/Critical

6110 - 6119 Sensory Images

BEHAVIORAL OBJECTIVES	PRINT		MATER
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
6110 Given an oral stimulus, The student will form an image of the described stimulus and give a(n) (oral (written response.		DUSO Kit	SRA Li Ia - 4 Ib - 4 Ic - 1 IIa - Health Imagin
Sensory images: Using sense of touch, smell, sight, hearing, and feeling.			

MATERIALS

PRINT		NON-PRINT		
		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	DUSO Kit	SRA Listening Skills	Tr. VMI-Readiness for Reading Level K-1 #4	
		Ia - 4 Ib - 4, 6 Ic - 11 IIa - 10	Tr. VMI-Visual Discrimination Level K-1	
		Health - Creative Arts - Imagine That		

MATERIALS

KINESTHETIC
MANIPULABLES GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

Teacher constructed game:

Teacher write phrases like these for various children to read individually with emotion:

- We ran away. They followed us.
- They are still using the phone, Mom.
- Look at that ball.
- It's time to go home.

Divide rest of youngsters into teams. Children hold up teacher-made mood signs that characterize the reading's mood or emotion. Points are awarded to team based on correct judgment.

1. Allow students to listen to tape record of musical selection. As them to identify happy, or sad, exciting rhythm.
2. Present a story tape, ask childr to identify peaceful, happy, sad pleasant, angry, annoyed voice
3. Tell student to mimic a humorous pleased, happy, annoyed voice, e
4. Students listen to teacher read story--tell them to raise their hands each time mood changes.
5. Tell story student identifies humorous or ironic elements in story

Moorestown Language Arts Guide p. 5
Activity 2; p. 15, Activity 3, 4;
p. 16.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Allow students to listen to tape or record of musical selection. Ask them to identify happy, or sad, or exciting rhythm.	1. Children name mood or emotion of orally given passage.	
2. Present a story tape, ask children to identify peaceful, happy, sad, pleasant, angry, annoyed voice	2. Children dramatize various moods and emotions (children are behind screen and radio is placed in front of screen). Audience identify mood.	
3. Tell student to mimic a humorous voice, pleased, happy, annoyed voice, etc.	3. Children draw picture to portray what images come to mind while listening to several oral descriptions.	
4. Students listen to teacher read story--tell them to raise their hands each time mood changes.		
5. Tell story student identifies humorous or ironic elements in story		
Moorestown Language Arts Guide p. 5 Activity 2; p. 15, Activity 3, 4; p. 16.		

6100 Listening Comprehension - Interpretive/Critical

6120 - 6129 Figurative

	BEHAVIORAL OBJECTIVES			MATER
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
6120	Given a(n) oral stimulus, the student will identify figurative speech with a(n) (oral (written response.	Source Book: McM. Reading Vocabulary Bk 4.		EAT Rec Page Pr 11:3
	Listening comprehension of figurative language may be developed through:			
6121	Idioms		6121 RHWP - Skill B	
6122	Similes			
6123	Metaphors			
6124	Colloquialisms			
6125	Alliteration			
6126	Personification			

MATERIALS				
PRINT		NON-PRINT		
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
M. ry		EAT Rec. Talking Page Prereading 11:3	TV. Captain Noah does child-level origin of words	
121 RHWP - Skill B				

MATERIALS			
MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
			1. Discuss shades of meaning with children. 2. Discuss origin of words Ex: crust of crabs later associated with bread later transferred to crusty people Sources: TV's Capt. Noah Bulletin on comic page "Origin of Words." 3. To encourage poetic word usage-- teacher could jot bits of poetic and original word pictures used by children in every day speech on blackboard or bulletin board as "Beauties" Sample: "I hate ug-beans" "I love sizzling steak"

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Discuss shades of meaning with children.	1. Riddles What do you do when a fish smells? Possible answers: Cut off his nose. Change fish tank water.	
2. Discuss origin of words Ex: crust of crabs later associated with bread later transferred to crusty people Sources: TV's Capt. Noah Bulletin on comic page "Origin of Words."		
3. To encourage poetic word usage--teacher could jot bits of poetic and original word pictures used by children in every day speech on blackboard or bulletin board as "Beauties" Sample: "I hate ug-beans" "I love sizzling steak"		

6100 Listening Comprehension - Interpretive/Critical

6130 - 6139 Comparisons and Contrasts

BEHAVIORAL OBJECTIVES	PRINT		MATERI
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
6130 Given an oral stimulus, the student will make logical comparisons and/or contrasts by a(n) (oral (written response. Listening comprehension of comparison and contrasts may be developed through:			SRA Lis Ia - 9, Ib - 1, ITTI, pa
6131 Analogy			
6132 Fact and fancy			
6133 Fact and opinion			

MATERIALS				
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
		SRA Listening Skills Ia - 9, 11 Ib - 1, 10, 11 ITTI, part 2 #15	Tr. VMI List and Interp #8	

MATERIALS

KINESTHETIC
MANIPULABLES GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

Teacher-Constructed Games

1. Student listens to tape. Each time he hears a state fact he takes a black chip. Each time he hears an opinion he takes a white chip. Students can compare the analysis. Later a group of students and teacher can listen and carefully reach agreement as to what segment is fact or opinion.
2. Listen to children's stories and identify elements of story that are stricly fanciful by raising hand to identify such elements in story

1. Read two accounts of the same e by two different reporters. St will listen carefully and compar contrast facts or opinions that don't agree.
2. 6131 Ask children to listen for identify analogies. Clues
   1. as ______ as
   2. _____ is to _____ as _ to _____.
3. 6132 Help children understand h detect realistic or fanci stories in literature by explaining that realistic stories:
   1. can be true
   2. animals act like anima
   3. people act or talk lik
   4. there are no fairy-tal
4. 6133 "Stage" a courtroom scene Children will have chance for opinions and the fact present.

Moorestown Language Arts Guide, p
Activity #1

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Read two accounts of the same event by two different reporters. Students will listen carefully and compare and contrast facts or opinions that do or don't agree.	1. Listen to historical or news recording of past event. Students will make columns of differences and likenesses in each report.	
2. 6131 Ask children to listen for and identify analogies. Clues are: 1. as ______ as 2. _____ is to _____ as _____ is to _____.	2. Student hears taped book--writes name of book and his decision whether book was realistic or fanciful.	
3. 6132 Help children understand how to detect realistic or fanciful stories in literature by explaining that realistic stories: 1. can be true 2. animals act like animals 3. people act or talk like people 4. there are no fairy-tale solutions	3. Students will listen to specified news show and will take notes each time a mere opinion is expressed.	
4. 6133 "Stage" a courtroom scene via "radio". Children will have chance to listen for opinions and the facts witnesses present.		

Moorestown Language Arts Guide, p. 5, Activity #1

6100 Listening Comprehension - Interpretive/Critical

6140 - 6149 Relationships

	BEHAVIORAL OBJECTIVES	PRINT		MATER
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
6140	Given an oral stimulus containing signal words, the student will use the signal clue to identify factual or inferential relationships with a(n) (oral (written response.			SRA Lis Ia - 2 Ib - 2 ITTI pa (EAT) Pre-Rea
	Signal words: as, since, when, if, etc.			

MATERIALS

PRINT		NON-PRINT		
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
		SRA Listening Skills Ia - 2, 5 Ib - 2, 3, 9 ITTI part 2, #5, 6 (EAT) Rec-Talking Page Pre-Reading 15:2		

MATERIALS

KINESTHETIC
MANIPULABLES GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. Children should be alerted to s
words: as, since, if, when sig
conclusions that might be drawn
relation to time, sequence, and
cause and effect.

2. As introductory method of teach
listening for Signal Words use
Later require pure listening.

Cause	Effect
(Since)	
Since dogs barked	people woke
Since the door was locked	a locksmith

	Time
(as)	
We took an evening walk	as the sun

	If
(if)	
The dog is rewarded	if he obeys

Sequencing words: (time) as, befo
first, second, next, when, last, f
during, in the morning, etc.

Cause and effect words: since, th
because, however, if

SUGGESTED TEACHING AND LEARNING ACTIVITIES

STUDENT ACTIVITIES

MASTERY CHECK

1. Children should be alerted to signal words: as, since, if, when signal conclusions that might be drawn in relation to time, sequence, and cause and effect.

2. As introductory method of teaching listening for Signal Words use charts. Later require pure listening.

Cause	Effect
ince)	
Since dogs barked	people woke up.
ce the door was locked	a locksmith was called.
	Time
(as)	
e took an evening walk	as the sun set.
	If
(if)	
The dog is rewarded	if he obeys.

Sequencing words: (time) as, before, after, first, second, next, when, last, finally, during, in the morning, etc.

Cause and effect words: since, therefore, because, however, if

1. Students listen critically to radio news casts and merely count signal words used.

2. Student listens to taped sentences using signal words and draws two pictures showing the relationship.

3. Children can be made aware that inferential relationships triggered by signal words are based on individual interpretation.

Ex: -Since you were disobedient you will ...

-Since it's raining you ...

-As often as it rains our roof ...

6100 Listening Comprehension - Interpretive/Critical

6150 - 6159 Cause and Effect

BEHAVIORAL OBJECTIVES			MATERI
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
6150 Given an oral stimulus, the student will identify the cause and effect relationship with a(n) (oral (written response.		SRA Reading Lab: Listening Skill Lab T.Ed. - Ia, Ib, Ic, IIa	SRA List Ia - 6 Ib - 7, IIa - 9 ITTI -

		MATERIALS		
PRINT			NON-PRINT	
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
ading Lab: ing Skill Lab - Ia, Ib, Ic,		SRA Listening Skills Ia - 6 Ib - 7, 8, 9 IIa - 9 ITTI - part 2 #8, 16, 18		

MATERIALS

KINESTHETIC
MANIPULABLES GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. See suggestions under signal words Obj. #6140

2. Read social studies or science materials and help students and later allow them to discover independently

   cause and effect relationships

   Ex: Because of a vacuum in air space: the followi happened ....

   Ex: Because of arid weather conditions: the follow happened ....

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. See suggestions under signal words Obj. #6140	1. Children listen: to fairy tales and folk tales and report cause and effect relationships. Ex: The princess was able to escape from the tower because	
2. Read social studies or science materials and help students and later allow them to discover independently cause and effect relationships Ex: Because of a vacuum in air space: the following happened .... Ex: Because of arid weather conditions: the following happened		

6100 Listening Comprehension - Interpretive/Critical

6160 - 6169 Drawing Conclusions

BEHAVIORAL OBJECTIVES				MATER
	TEXTS (See Insert)	PRINT	KITS/OTHER	AUDIO TAPES
6160 Given an oral stimulus, the student will draw a logical conclusion with a(n) (oral (written response.		SRA Reading Lab Listening Skill Builders T.ED. Ia, Ib, Ic, IIa		SRA Lis Ib - 3, ITTI - 16, 18 (EAT) R Pre-Rea
Listening comprehension of drawing conclusions may be developed through:				
6161 From stated fact				
6162 From stated opinion				

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
eading Lab ning Skill ers T.ED. b, Ic, IIa		SRA Listening Skills Ib - 3, 8 ITTI - part 2 #4, 7, 16, 18 (EAT) Rec-Talking Page Pre-Reading 15:1		

MATERIALS

MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	"Could It Be": shake head no, nod yes. 1. Elephants are bigger than cows. 2. Tigers and crows fly.	1. Read parables to children let them decide what lesso taught. 2. Read story to children and say: the moral of the sto is .... 3. Run on thoughts. Ex: 4 hens, 2 dogs, 4 chic 1 duck How many animals are o Jones' farm? How many * Source: Herr Perceptual C Skills - page 113

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Read parables to children and let them decide what lesson taught.	1. Puzzles, ex: It is round. It is usually red. It tastes delicious. It is ____________	
2. Read story to children and say: the moral of the story is	2. Mystery Box Game. Give description of object in box--orally, if child guesses, he may be the next one to hide object in box.	
3. Run on thoughts. Ex: 4 hens, 2 dogs, 4 chickens, 1 duck How many animals are on Mr. Jones' farm? How many dogs?		
* Source: Herr Perceptual Communication Skills - page 113		

6100 Listening Comprehension - Interpretive/Critical

6170 - 6179 Inferences

	BEHAVIORAL OBJECTIVES		PRINT		MATERIA
		TEXTS (See Insert)		KITS/OTHER	AUDIO TAPES/
6170	Given an oral stimulus, the student will determine the implied meaning from the stimulus through a(n) (oral (written response.		SRA Reading Lab Listening Skill Builders (T.ED.) Ia, Ib, Ic, IIa		SRA List Ia - 3, Ib - 8 IIa - 11 ITTI par

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
Reading Lab		SRA Listening Skills		
ening Skill		Ia - 3, 4, 7		
ders (T.ED.)		Ib - 8		
Ib, Ic, IIa		IIa - 11		
		ITTI part 2, #9, 13, 15		

MATERIALS

KINESTHETIC
MANIPULABLES GAMES/CARDS

Teacher directed game: "Reason"
Make game where teams have to match reasons for possible inferences (points for each matched answer are awarded).

Ex: a cough or sneeze
One team could respond: reason = allergy
Other team could respond: reason = cold

Ex: Child takes off sneaker
One team could respond: reason = sneaker hurt toe
Other team could respond: reason = toe has been hurt

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. See Moorestown Language Arts Gui
p. 7, Activity 2

2. Give situational clues and ask students to make inference:

Ex: If a youngster wears boots,
is probably ... outside. (A
answer: rain, snow, mud)

Refine: If a youngster wears bo
carries an open umbrella, it
probably .... (raining)

Ex: I am wearing a bathing suit
suntan lotion and a blanket,
the .... (acceptable answer
ocean, pool, in the back yar

3. Teach children to ask themselves
another acceptable answer could
given--this teaches inference b
"possible" type of conclusion.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. See Moorestown Language Arts Guide, p. 7, Activity 2	1. Student listens to story or record or tape; after listening tell him to state "Whether he believes the character will ever do that again." Use: fairy tales, fanciful stories.	
2. Give situational clues and ask students to make inference: Ex: If a youngster wears boots, there is probably .... outside. (Acceptable answer: rain, snow, mud) Refine: If a youngster wears boots and carries an open umbrella, it is probably .... (raining) Ex: I am wearing a bathing suit, carrying suntan lotion and a blanket, I'm at the .... (acceptable answers: beach, ocean, pool, in the back yard)	2. Based on story told ask student what was the "probable" reason for some happening. Ex: a. Why did the workman probably cut down trees? b. Why are they digging a large hole?	
3. Teach children to ask themselves if another acceptable answer could be given--this teaches inference being a "possible" type of conclusion.		

6100 Listening Comprehension - Interpretive/Critical

6180 - 6189 Predicting Outcomes

BEHAVIORAL OBJECTIVES	MATERIA		
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
6180 Given an oral stimulus, the student will predict the outcome with a(n) (oral (written response.			SRA List Ia - 7 Ib - 10

MATERIALS

PRINT		NON-PRINT		
		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
		SRA Listening Skills Ia - 7 Ib - 10		

MATERIALS

MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Read story, stop in middle ... ask volunteers to predict what outcome of story may be.

   Variation: Ask volunteer to what events might happen next (this can be done orally, in writing or by drawing).

2. Prepare partial story and supply several possible story endings. child will choose the most logi ending.

3. Tell a story with a problem befo outcome, ask students "What woul you do next?"

4. Read several predicted endings various students); ask class to for the one they liked best.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Read story, stop in middle ... and ask volunteers to predict what the outcome of story may be. Variation: Ask volunteer to tell what events might happen next (this can be done orally, in writing or by drawing).		
2. Prepare partial story and supply several possible story endings, child will choose the most logical ending.		
3. Tell a story with a problem before outcome, ask students "What would you do next?"		
4. Read several predicted endings (by various students); ask class to vote for the one they liked best.		

6100 Listening Comprehension - Interpretive/Critical

6190 - 6199 Making Judgments

BEHAVIORAL OBJECTIVES			MATERI
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
6190 Given an oral stimulus, the student will make a judgment based upon the facts given and give a(n) (oral (written response.			SRA Lis Ib - 6,

MATERIALS				
PRINT		NON-PRINT		
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
		SRA Listening Skills Ib - 6, 9		

MATERIALS

MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	"Going on a Space Vacation" Children tell what they would take: a. to exist b. for pleasure c. to entertain themselves when in flight	1. Give clues: This is the hardest mineral kno It has great brilliance. It is This is used for drinking. It a handle. ______ (Child has to use considerable judgment as he has to review it in his experience background an eliminate them on basis of clue 2. Allow students to judge appropr ness of someone's actions or wo Tell a story--certain character over-react or use "bad manners" should be able to identify thes 3. Give hypothetical trouble situa Ask children to decide their co of action: Ex: How to rescue mountain climber. 4. Moorestown Language Arts Guide, Activity #3.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Give clues: This is the hardest mineral known. It has great brilliance. It is ______. This is used for drinking. It has a handle. ______ (Child has to use considerable judgment as he has to review items in his experience background and eliminate them on basis of clues.) 2. Allow students to judge appropriateness of someone's actions or words. Tell a story--certain characters will over-react or use "bad manners"--student should be able to identify these. 3. Give hypothetical trouble situation. Ask children to decide their course of action: Ex: How to rescue a mountain climber. 4. Moorestown Language Arts Guide, p. 8, Activity #3.	1. Gossip: Students rapidly pass messages from one to another. Teacher may start message. Children evaluate and later decide if original message is still intact or what it might have been. 2. Criticizing oneself--Ex. Use tape recorder during debate. Ask participants to evaluate their own statements for relevancy to topic.	

7000 Comprehension - Literal - Vocabulary

7010 - 7019 Synonyms

BEHAVIORAL OBJECTIVES	PRINT		MATER
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7011 Given an (oral (pictorial (written stimulus, the student will identify those items which are synonymous with a(n) (oral (written response.	Me New Read Skilltext Series Uncle Funny Bunny 5, 7, 17, 31, 47, 63, 71 (part E)	SRA Ic Brown, Green, Red, Tan, Gold SRA IIa A: all colors B: Tan, Brown, Red, Orange, Gold SRA IIb A: All colors visual word (ES) Reach 4 p. 1, 11 p. 2, 17 p. 2, 20 p. 2 (ES) Search 19 p. 2, 20 p. 2 (ES) Launch 9 p. 2, 20 p. 1 (ES) Challenge 12 p. 1, 20 p. 1 McMillan Spectrum Vocabulary Development Level 3 p. 34 7011 RD #2 exp. p. 49, 50 7011 RHWP Skill C 7011 RD pad #3 p. 20, 26, 60 7011 LyC The New Phonics We Use 7011 LyC The New Phonics We Use 7011 LyC The New Phonics We Use	EFI F (teac Bell- Set I

MATERIALS

PRINT KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
SRA Ic Brown, Green, Red, Tan, Gold	EFI Flash Cards (teacher-made)	7010 FS 2165 FS 2166 FS 706	
SRA IIa A: all colors B: Tan, Brown, Red, Orange, Gold	Bell-Language Master Set I, II, III		
SRA IIb A: All colors			
visual word			
(ES) Reach 4 p. 1, 11 p. 2, 17 p. 2, 20 p. 2			
(ES) Search 19 p. 2, 20 p. 2			
(ES) Launch 9 p. 2, 20 p. 1			
(ES) Challenge 12 p. 1, 20 p. 1			
McMillan Spectrum Vocabulary Development Level 3 p. 34			
7011 RD #2 exp. p. 49, 50			
7011 RHWP Skill C			
7011 RD pad #3 p. 20, 26, 60			
7011 LyC The New Phonics We Use E p. 108-109			
7011 LyC The New Phonics We Use F p. 108-109			
7011 LyC The New Phonics We Use G p. 108-109			

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
7000 DEVELOPING COMPREHENSION			
	Developing Comprehension in Reading - Dent all levels		

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7010 VOCABULARY	1^1 Fun With Our Friends		
	1^2 More Fun With Our Friends		(7016) 3,8,9,13,19,20,27,28,33,59, 80;34,41,45,52,56,65,73
	2^1 Friends Old and New	(7011)60 (7012)60,74 (7016)19	(7016)20,27,40,55,69,80;2,5,9,33, 39,50,56;7,17,35,75,80
	2^2 More Friends Old and New	(7016)14,35,50	(7015)36,67 (7016)69,75,77;25,22;1,8,33,67,69, 72;56,61
	3^1 Roads To Follow	(7012)72 (7016) 12	(7015)27,47,50,54,62,68,73,80;20, 29 (7016)56,61;1,8,33,67,69,72
	3^2 More Roads To Follow	(7015)44,60,68	(7015)3,15,23,33,47,51,54,59,61, 69,80 (7016)2,5,56,75;9,17,45,60,65,75
	4 Ventures		(7015)13,20,28,40,46,58,77,92,100 (7016)15,18,33,35,42,47,52,56,58, 70,80,84,86,91,95,96;51,62, 73,87,89
	5 Vistas		(7010)2,14,26,27,31,48,56,64,73,85, 86,89

SKILL/CONCEPT	TEXT Scott - Foresman (Systems)	WORKBOOK	MASTERS
7010 VOCABULARY			
	1^2E Level 4	(7016)14,34,59,54	(7016)12,31,54,50
	3^1B Level 9	(7016)16,23	(7016)17,23
	3^1E Level 10	(7016)23,43	(7016)22,42
	3^2B Level 11	(7016)14,21	(7016)11,17

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Open Highways)		
7010 VOCABULARY			
	2^1 More Power	(7013)47	
	3^1 Splendid Journey	(7013)19 (7015) 11, 39	
	4 Book 4		(7010)28,35 (7012)35 (7015)64,81,96 (7016)1,18,22,23,31,44,72,88
	5 Book 5		(7010)77 (7013)15 (7015)8,44,53,68,76,84 (7016)13,18,30,52,59,64,72,74,77,82

SKILL/CONCEPT	TEXT Houghton - Mifflin	WORKBOOK	MASTERS	Skill Lesson Nos.
7010 VOCABULARY				
	P Dinosaurs			
	1^1 Rainbows		(7010) 32,47,59 (7015) 84	
	1^2 Signposts		(7015) 84 (7016) 69	
	2^1 Secrets		(7012) 47 (7015) 39,76 (7016) 5,25,32,68	2
	2^2 Rewards		(7014) 32,70 (7015) 16,67,32,70 (7016) 35,51;23,47,75; 5,31,50,61	3 8 11
	3^1 Panorama	(7014) 5,11,37,68, 94,102 (7016) 9,19,44,49,80	(7015) 12,30 (7016) 12,30;14,33,39,48, 84;35,62,101	1 3,6, 12, 14
	3^2 Fiesta		(7016) 8,24,36,61;20,44, 63	2,6, 9,16
	4 Kaleidoscope	(7014) 21 (7016) 4,5,8,11,23, 80,102	(7016) 23,36,39,55	

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
7010 VOCABULARY			
	2^1 Book E		(7010) 5,30 (7014) 4 (7016) 26
	2^2 Book F		(7010) 4,21 (7011) 22 (7012) 39 (7013) 19,31 (7016) 40;21,15,27;17
	3^1 Book G		(7011) 11,25 (7015) 39 (7016) 39,9
	3^2 Book H		(7010) 8,11,23 (7012) 30 (7016) 22,12

SKILL/CONCEPT	TEXT Macmillan (Basic)	WORKBOOK	MASTERS
7010 VOCABULARY	2^1 Enchanted Gates	(7015) 22,30,41,83,94,105,139 (7016) 1,4,6,9,13,17,21,22,25, 26,30,33,37,40,41,45,48, 49,51,54,55,57,60,61,68, 70,73,74,77,80,83,84,86, 88,91,94,95,99,100,102, 105,108,112,113,115,118, 120,123,125,127,130,132, 134,137,139,142	
	2^2 Shining Bridges	(7010) 93,124 (7015) 33,38,48,65,77,83,108, 117,113,140 (7016) 1,3,6,8,11,12,14,16,19, 21,23,25,29,33,34,36,38, 40,43,45,48,49,51,52,54, 55,59,60,62,64,65,68,69, 71,76,77,79,83,85,88,91, 92,94,97,99,100,104,105, 107,108,110,113,116,117, 119,121,122,126,127,129, 132,133,135,136,138,140,141	

SKILL/CONCEPT	TEXT Macmillan (Basic) cont'd	WORKBOOK	MASTERS
7010 VOCABULARY	3^1 Better Than Gold	(7010) T49,50,443;64,174,198, 357,488	
		(7011) (7012) T252,269,297,298,362,413	
		(7013) T94,(143),161,162,196, 197,292,343,470,471	
		(7014) T147,312,346,374,375	
		(7015) T76,77,(92),162,163,242, 290,291,311,335,336,373, 383,399,418,419	
		(7011) 69,124	
		(7012) 88,124	
		(7013) 43	
		(7015) 44,125;10,13,42,53,59,79, 82,93,96,106,110,115,117,135	
		(7016)1,2,4,5,7,10,11,13,14,16,20, 21,24,27,28,31,32,35,38,41,42, 45,46,49,52,53,56,59,60,63,64, 65,68,70,71,73,76,79,82,85,86, 89,91,93,96,97,99,103,106,108, 109,111,114,115,117,120,123, 126,129,130,133,135,138,141,142	

SKILL/CONCEPT	TEXT Macmillan (Basic) cont'd	WORKBOOK	MASTERS
7010 VOCABULARY			
	3^2 More Than Words	(7011) 51,75	
		(7012) 12,51	
		(7013) 38,88	
		(7014) 38	
		(7015) 20,49,68,91,98,132; 45,60,72,85,110,100, 106,125,140	
		(7016) 1,2,4,7,10,13,16,19, 22,23,25,29,31,32,35, 36,39,42,45,46,49,52, 53,56,60,61,64,65,68, 71,72,75,78,79,82,85, 86,90,91,94,97,98,100, 102,103,105,106,110, 111,114,117,118,121,122, 125,128,132,133,134,136, 137,140,141	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
7010 VOCABULARY	P Young America - Level 5	(7010) 12,35,69,88;15,32,48 64,80;36,72	
		(7012) 40,88	
		(7013) 18	
		(7016) 5,6,10,11,17,18,19, 20,22,26,34,45,53, 72,77;28,66	
	1^2 Young America - Level 6	(7010) 1,2,7,9,11,14,23,31, 33,36,40,57,63,66,72, 73,74,75,78,85;44;16, 30,45,60,96	
		(7011) 41	
		(7012) 13,73	
		(7013) 89	
		(7015) 17,33	
		(7016) 17,42,51,79,90,93;8, 26,35,54,67,94	
	2^1 Young America - Level 7	(7010) 1,3,5,18,20,24;16,32, 48,64,80,96;43,54	
		(7011) 95	
		(7012) 9	
		(7013) 74	
		(7015) 41	
		(7016) 2,7,9,10,12,21,22,27, 34,37,41,45,51,54,57, 62,73,74,76,77,79,81,82, 83,86,89,90,92,93,95; 14,66	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic) cont'd	WORKBOOK	MASTERS
7010 VOCABULARY			
	2^2 Young America - Level 8	(7010) 16,32,48,64,80,96;41,52,89 (7011) 26,53,82 (7012) 9,53,82 (7013) 46,81,92 (7014) 69 (7016) 9,13,22,25,29,31,33,41,46, 52,53,55,61,67,71,73,84,89,91	
	3^1 Young America - Level 9	(7010)16,32,48,64,80,96;5,85 (7011) 14,39,77,92 (7012) 50,77 (7013) 38 (7016) 14,38,39,41,50,73,77,84,92;5, 9,17,33,35,38,56,57,59,62,66, 67,71,82,85,91;37	
	3^2 Young America - Level 10	(7010) 16,32,48,64,80,96;20,43,88;33,93 (7011) 9,30 (7012) 27,30 (7013) 11,53,90 (7014) 34 (7016) 6,9,11,20,22,27,29,34,40,53,56, 60,69,72,75,82,84,85,86,90,93	
	4 Young America - Level 11	(7011) 13,15,91 (7012) 6,15,54,91 (7013) 34,50 (7014) 34,81 (7015) 7,13,18,64,70,80,87 (7016) 55,64,73,87;29,66	

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Lyons & Carnahan (Basic) cont'd		
7010 VOCABULARY			
	5 Young America - Level 12	(7011) 5,15	
		(7012) 40	
		(7013) 17,70	
		(7014) 58,66,79	
		(7015) 2,3,6,11,19,25,27,31 39,41,43,47,52,54,64, 68,76,81,82,95,96;3,57	

SKILL/CONCEPT	TEXT Reader's Digest Practice Pad	WORKBOOK	MASTERS
7010 VOCABULARY	2 Reading Skill Practice Pad 2	(7011) 49,50 (7012) 50 (7013) 51 (7015) 52	
	3 Reading Skill Practice Pad 3	(7011) 20,26,60 (7012) 20 (7013) 26,34 (7014) 25	
	4+Reading Skill Advanced Practice Pad	(7011) 15,21,24,34,50,52 (7013) 15,21,24,34,50,52 (7014) 15,25,28,77,78	
7010 VOCABULARY	New Practice Readers Levels A - E	Getting Ready (7015) to Read (each story) Testing Yourself- last question (7016)	

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7010 VOCABULARY			
	2^1 Reading Thinking Skill		(7015) 8,9 (7016) 3,4,5,6,7;△12,13 (vis.discm)
	2^2 Reading Thinking Skill		(7016) 9,10,;△17,18 (vis.discm)
	3^1 Reading Thinking Skill		(7015) 3,4 (7016) 21,△14 (vis.discm)
	3^2 Reading Thinking Skill		(7015) 2,3; (7016) 4,5;△12,13,21 (vis.discm) (7011) 4
	4^1 Reading Thinking Skill		(7016) 1,2;△12,13 (vis.discm) (7011) 3
	4^2 Reading Thinking Skill		(7016) 1,2;△12,13 (vis.discm) (7011) 3

△ = more difficult

MATERIALS KINESTHETIC MANIPULABLES	 GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
(7010)	D. W. One Too Many	1. Oral response to teacher given w
(J. W. Spear)	(M.B.) Educational Password	
Pairs M.B. Pairs Word Game		2. Matching word lists
		3. Worksheets: a. Synonyms in context--give a synonym word box b. "Add on" Ex: joy - happy work - labor _____ _____ _____ _____
	M.B. Gr 3, 4 Synonym Poster Cards	
		4. Crossword puzzle.
		5. Bulletin Board of Learning Stati Matching pictures and words

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Oral response to teacher given word	1. Make synonym tree	SAT
2. Matching word lists	2. Synonym Card Deck a. "Fish" b. "Concentration" c. "Password" d. "Bingo" e. "Synonym Down" Ex: Word given--joy--child must give synonym to stay in game	FV Voc. 1-6, 3-7 SF (4) OH [2.1 4]
3. Worksheets: a. Synonyms in context--give a synonym word box b. "Add on" Ex: joy - happy work - labor _____ _____ _____ _____	3. Word Games Ex: Chart and word cards	
4. Crossword puzzle.	4. Dramatize synonym pairs	
5. Bulletin Board of Learning Station Matching pictures and words	5. Child's own pictionary	

7000 Comprehension - Literal - Vocabulary

7010 - 7019 Antonyms

	BEHAVIORAL OBJECTIVES			MATER
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7012	Given a(n) (oral (pictorial (written stimulus, the student will identify those items which are opposites with a(n) (oral (written response.	Me-New Read Skilltext Series Nicky 6, 15, 30, 37, 40, 55, 71, 72 (part B) Uncle Funny Bunny p. 9, 15, 35, 43, 53, 57 73, 83 (part E) Uncle Ben p. 3, 11, 15, 37, 39, 43, 63, 73, 77 (part E) Web: Reading for Concepts Bk A, B, All lessons #7	SRA Ic Gold C, 2, 7, 12, 17 Gold D, 1, 6, 11, 16 Reach 3 p. 2, 8 p. 2 Search 6 p. 2, 19 p. 2, 20 p. 1 Launch 20 p. 1 Challenge 6 p. 2, 19 p. 2 20 p. 1 RD #2 exp. p. 49, 50 RHWP - Skill D LyC The New Phonics We Use E p LyC The New Phonics We Use F p LyC The New Phonics We Use G p RD pad #3, p. 20	EFI U Teach EFI m Heath Word Heath Creat Olive

MATERIALS

PRINT	NON-PRINT		
KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
SRA Ic Gold C, 2, 7, 12, 17	EFI Unit 326		
Gold D, 1, 6, 11, 16	Teacher-made cards EFI machine		
Reach 3 p. 2, 8 p. 2	Heath - Minisystems Word Ass. - Opposites		
Search 6 p. 2, 19 p. 2, 20 p. 1	Heath - Minisystems - Creative Arts Oliver Opposite		
Launch 20 p. 1			
Challenge 6 p. 2, 19 p. 2 20 p. 1			
RD #2 exp. p. 49, 50			
RHWP - Skill D			
LyC The New Phonics We Use E p. 110, 111, 112			
LyC The New Phonics We Use F p. 110, 111			
LyC The New Phonics We Use G p. 110, 111, 112			
RD pad #3, p. 20			

MATERIALS		
KINESTHETIC		
MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
Pictures for Pegboard Classification and Opposites S.V. 372.4 C	D.W. One Too Many (Gr. 2, 3, 4)	7012 1. Oral responses to teacher given word
(M.B.) Flannel Board Teaching Aides: Opposites		2. Written response to oral st
		3. Matching word lists
Opposite Charts No. 271		4. Crossword puzzle
Inst.-Disc. Opp. Act Kit	Gr. 3, 4 M.B. Antonym Poster Cards	5. Antonym worksheets (see synonym suggestions)

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
7012 1. Oral responses to teacher given word	7012 1. Make antonym tree	SAT
2. Written response to oral stimulus.	2. Deck of antonym cards a."Fish" b."Concentration" c."Password" d."Antonym Down" (See Synonym Down)	F.V. Voc. p-2 1-4 3-5 O.H. (1.1)
3. Matching word lists	3. Word Game Ex: Chart and word cards	
4. Crossword puzzle	4. Dramatize antonyms	
5. Antonym worksheets (see synonym suggestions)	5. "Add on" sheets	

7000 Comprehension - Literal - Vocabulary

7010 - 7019 Homonyms

	BEHAVIORAL OBJECTIVES	PRINT		MATER
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7013	Given a(n) (oral (pictorial (written stimulus, the student will identify those items which are pronounced the same, spelled differently, and have different meanings with a(n) (oral (written response. Example: eight ate	McM-V.D-3 pg. 33 Me-New Read Skilltext Series Nicky p. 82, 83 Uncle Funny Bunny, p.23 29, 49, 61, 75 (part E) Uncle Ben p. 55, 59, 71, 85 (part E)	Sentence Reach 5 p 2, 8 p 1, 16 p 2, 20 p 1 Search 11 p 2 Challenge 16, 20 p 1 Paragraph, sentence or list Reach 12 p 1 Challenge 11 p 1 RD #2 exp. p. 51 LyC The New Phonics We LyC The New Phonics We LyC The New Phonics We RD pad #3 p. 26, 34 RHWP Skill E	EF U EF

MATERIALS				
PRINT			NON-PRINT	
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	Sentence	EFI (gr. 3 tape) Unit 329		
ltext Series 83 unny, p.23 75 (part E) 55, 59, 71,	Reach 5 p 2, 8 p 1, 16 p 2, 20 p 1	EFI Minisystems #329		
	Search 11 p 2			
	Challenge 16, 20 p 1			
	Paragraph, sentence or list			
	Reach 12 p 1			
	Challenge 11 p 1			
	RD #2 exp. p. 51			
	LyC The New Phonics We Use E p. 106, 107 LyC The New Phonics We Use F p. 106, 107 LyC The New Phonics We Use G p. 106, 107			
	RD pad #3 p. 26, 34			
	RHWP Skill E			

MATERIALS		
KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
(MB) Homonym Poster Cards for intermediate Grades S.V. 372.4 H	D.W. One Too Many	7013 1. Oral responses to teacher given word
		2. Written response to oral stimulus
		3. Matching word lists
		4. Homonyms in context using word boxes
	MB Gr. 3 & 4 Homonym Poster Cards	5. From visual sentences student identifies the two words that are homonyms
		6. From visual words student finds a homonym for that word in a specified paragraph, sentence or list.
		7. Crossword puzzles
		8. 7011-7013 worksheet Syn - Ant - Hom Ex. ocean S sea sunny O cloudy eight H ate

	(PEER TUTORIAL)	
SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
7013 1. Oral responses to teacher given word	7013 1. Draw illustrations showing meanings of word pairs	F.V. Voc. 1-5 2-4 3-6
2. Written response to oral stimulus	2. Make homonym puzzles to be exchanged	
3. Matching word lists	3. "Bingo"	
4. Homonyms in context using word boxes	4. "Charades"	
5. From visual sentences student identifies the two words that are homonyms		
6. From visual words student finds a homonym for that word in a specified paragraph, sentence or list.		
7. Crossword puzzles		
8. 7011-7013 worksheet Syn - Ant - Hom Ex. ocean S sea sunny O cloudy eight H ate		

3

7000 Comprehension - Literal - Vocabulary

7010 - 7019 Heteronyms (Homographs)

	BEHAVIORAL OBJECTIVES			MATER
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7014	Given a(n) (oral (pictorial (written stimulus, the student will identify those items which are spelled the same but are pronounced differently, and have different meanings or have different tenses by giving a(n) (oral (written response. wĭnd - wīnd bow - bow rēad - rĕad		RD pad #3 p. 25, 24	

		MATERIALS		
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
pad #3 p. 25, 24				

MATERIALS

KINESTHETIC		
MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES 7014
		1. Pictures of meanings to be matched with appropriat word. 2. Selecting correct heterony meaning from context. 3. Heteronym meaning to be matched a) orally b) with diacritical markin 4. Crossword puzzle

SUGGESTED TEACHING AND LEARNING ACTIVITIES 7014	STUDENT ACTIVITIES 7014	MASTERY CHECK
1. Pictures of meanings to be matched with appropriate word.	1. "Charades" (wĭnd, wīnd)	F.V. Voc. 3-9 4-3
2. Selecting correct heteronym meaning from context.	2. Draw illustrations showing meanings of word pairs. Oral response to show proper pronunciation	
3. Heteronym meaning to be matched a) orally b) with diacritical markings		
4. Crossword puzzle		

7000 Comprehension - Literal - Vocabulary

7010 - 7019 Definition - Multiple Meaning

BEHAVIORAL OBJECTIVES				MATERI
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7015	Given a (an) (oral (pictorial (written stimulus, the student will select the meaning which best fits the context by giving a(an) (oral (written response. Ex: run		EFI Unit 324 RD #2 exp. p. 52 RD #3 p. 26, 34, 44, 64	

		MATERIALS		
PRINT			NON-PRINT	
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	EFI Unit 324		FS 688	
	RD #2 exp. p. 52			
	RD #3 p. 26, 34, 44, 64			

MATERIALS

KINESTHETIC		
MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES 7015
SFS - Dict. Puzzle Set 2, 5	Cards Dolch - Popper words G - Basic Sight Vocab cards	1. Selection of picture, given: a) oral definition b) written word c) written sentence
	SF - Linguistic Blocks MB - Picture Word Lotto	2. Selection of word from 1) oral definition 2) written definition
		3. Selecting correct meaning from context
		4. Matching of words and mea
	Games	5. Word lists to be defined dictionary and/or thesaur
	D - Match	6. Definition to rewrite sentence
		7. (Visual) multi-meaning w in context. The student from choices the meaning word in given context.
		8. Crossword puzzles

SUGGESTED TEACHING AND LEARNING ACTIVITIES 7015	STUDENT ACTIVITIES 7015	MASTERY CHECK
1. Selection of picture, given: a) oral definition b) written word c) written sentence	1. Picture-word card match 2. Definition Train-- Word child learns becomes traincar	SAT F.V. Voc 1-2 2-2 3-2
2. Selection of word from 1) oral definition 2) written definition	3. Child given sentence - partner selects correct meaning from dictionary	3-4 4-2 5-4 5-5
3. Selecting correct meaning from context	4. Sentence containing unknown word and definition, child underlines word and/or definition	6-2 6-4
4. Matching of words and meanings		S.F.S.
5. Word lists to be defined from dictionary and/or thesaurus	5. Make riddles	1 6 7 12
6. Definition to rewrite sentence		
7. (Visual) multi-meaning words in context. The student selects from choices the meaning of the word in given context.		O.H. 2.1 3.1 3.2 4
8. Crossword puzzles		

7000 Comprehension - Literal - Vocabulary

7010 - 7019 Concept - Related Words

			MATERI
BEHAVIORAL OBJECTIVES	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7016 Given a (an) (oral (pictorial (written stimulus, the student will choose the word which best fits the concept suggested through related words by giving a (an) (oral (written response.	Me - New Read Skilltext Series Nicky p. 3, 5, 22, 36, 41, 45, 70, 75, 80, 84 (part B) Uncle Funny Bunny 21, 25, 29, 37, 45, 51, 53, 57, 65, 85 (part E) Uncle Ben p. 3, 5, 7, 17, 19, 23, 27, 31, 37, 41, 51, 53, 57, 59, 65, 79, 81 (part E) EAT Web: Reading for Concepts Book A, B All lessons; #2, 8 EAT Web: NPR Getting Ready to Read & All lessons A, B, C, D, E quest #6	Systems 80 - Rooster Talking Pages (comprehension) B.L. - Words to Meet Words to Wear Words to Eat Pictocabulary Series 111, 222 R-SCIS - Populations part 4 (related to pop	

		MATERIALS		
PRINT			NON-PRINT	
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
lltext	Systems 80 - Rooster		Tr. VMI Critical Reading Level 3-5 #3	
22, 36, 5, 80,	Talking Pages (comprehension)			
ny 21, 25, 1, 53, 57, E) 5, 7, 17, 1, 37, 41, 9, 65, 79,	B.L. - Words to Meet Words to Wear Words to Eat Pictocabulary Series 111, 222			
	R-SCIS - Populations part 4 (related to pop.)			
r Concepts lessons;				
g Ready lessons quest #6				

MATERIALS

7016

KINESTHETIC		SUGGESTED TEACHING AND LEARNING ACTIVITIES
MANIPULABLES	GAMES/CARDS	
SII - Spell. Key Kit		1. Team children as they work on word lists. 2. Combine with spelling and other subject areas. Ex: soc. studies: Africa all countries on conti 3. Teacher helps small groups to verbalize general to specific Ex: fruit (gen), plum (spe (clues could be given: purple - plum) 4. Narrowing of categories Ex: workers - mechanic

SUGGESTED TEACHING AND LEARNING ACTIVITIES 7016	STUDENT ACTIVITIES 7016	MASTERY CHECK
1. Team children as they work on word lists.	1. Pictures sort those that are related	SAT
2. Combine with spelling and other subject areas. Ex: soc. studies: Africa all countries on continent	2. Game - "Categories"	F.V. Voc p - 1, p - 3 1-1, 1-7 2-1, 2-5 3-1, 4-1 5-1, 5-2
3. Teacher helps small groups to verbalize general to specific Ex: fruit (gen), plum (spec.) (clues could be given: purple - plum)	3. function Tree or property Tree	S.F.S.
4. Narrowing of categories Ex: workers - mechanic	4. Word list sheets a. match related words b. student supplies common function or property	5 10 Q.H. (4)
	5. Make category charts	
	6. Story writing using word lists	

7000 Comprehension - Literal - Following Directions

7020 - 7029 Oral

			MATERIA
	PRINT		
BEHAVIORAL OBJECTIVES	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/I
7021 Given (an) (oral direction or command(s) the student will (repeat (perform (write the directions in its correct sequence. (Progress from single to multiple commands.)		Peabody L.A. S.R.A. Lab 1a, 1b, 1c, 11a (Listening) RHRP SD orange 14 R-SCIS Subsystems and Variables part 3, 4	EFI Ta System "Say a SRA Li Progra

MATERIALS				
PRINT		NON-PRINT		
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	Peabody L.A.	EFI Talking Page Systems 80 "Say and Do"		Systems 80
	S.R.A. Lab 1a, 1b, 1c, 11a (Listening)	SRA Listening Program		
	RHRP SD orange 14			
	R-SCIS Subsystems and Variables part 3, 4			

SKILL/CONCEPT	TEXT Scott Foresman (Basic)	WORKBOOK	MASTERS
7020 FOLLOWING DIRECTIONS			
	Fun With Our Friends		
	1^2 More Fun With Our Friends		(7022) 76,77
	2^1 Friends Old and New	(7022) 1	(7022) 67
	2^2 More Friends Old and New	(7022) 28	

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott Foresman (Open Highways)		
7020 FOLLOWING DIRECTIONS			
	2^1 More Power	(7022) 28,29	
	3^1 Splendid Journey	(7022) 62,64,65	

SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic)	WORKBOOK	MASTERS	Skill Lesson Nos.
7020 FOLLOWING DIRECTIONS				
	2^2 Rewards		(7022)	2
	4 Kaleidoscope	(7022) 2,101	(7022)	1

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7020 FOLLOWING DIRECTIONS			
	2^1 Enchanted Gates	(7022)6,25,61,77,99,108,118	
	2^2 Shining Bridges	(7022) 8,23,51,76,94,99,113, 132	
	3^1 Better Than Gold	(7022) 22,54,69,124	
	3^2 More Than Words	(7022) 33,76,115	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
7020 FOLLOWING DIRECTIONS			
	P Young America Level 5	(7022) 37,41,49,56,57, 86,91,92	
	1^2 Young America Level 6	(7022) 3,18,34,42,50,56,60	
	2^1 Young America Level 7	(7022) 12,29,33,39,42,61	
	2^2 Young America Level 8	(7022) 42,55,56,59	
	3^1 Young America Level 9	(7022) 2, 8,34	
	3^2 Young America Level 10	(7022) 59	
	4 Young America Level 11	(7022) 52,63	
	5 Young America Level 12	(7022) 2,74,80	

SKILL/CONCEPT	TEXT Reader's Digest Practice Pad	WORKBOOK	MASTERS
7020 FOLLOWING DIRECTIONS			
	2 Reading Skill Practice Pad 2	(7022) 23	
	3 Reading Skill Practice Pad 3	(7022) 27,57	
	4+ Reading Skill Advanced Practice Pad	(7022) 58	

7020 FOLLOWING DIRECTIONS

3^1 Reading Exercises: Following Directions (Gates - Peardon)

MATERIALS

MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES 7021
	Games "London Bridge" "Farmer in the Dell"	1. Teacher designs one-step to many-step directions (memory) Ex: 1. clap hands 2. turn around 3. sit down Child must do 1-3 before going on to no. 4 2. Child listens to four directions (must do sequentially) 3. Language Master Cards 4. Teacher prepared games - lists for small group or team use

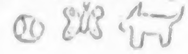
SUGGESTED TEACHING AND LEARNING ACTIVITIES 7021	STUDENT ACTIVITIES 7021	MASTERY CHECK
1. Teacher designs one-step to many-step directions (memory) Ex. 1. clap hands 2. turn around 3. sit down Child must do 1-3 before going on to no. 4	1. "Simon Says"	SAT
2. Child listens to four directions (must do sequentially)	2. Student giving small group directions	F.V. all tests
3. Language Master Cards	3. "Hokey Pokey"	
4. Teacher prepared games - lists for small group or team use		

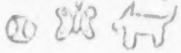
7000 Comprehension - Literal - Following Directions

7020 - 7029 Written

	BEHAVIORAL OBJECTIVES			MATER
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7022	Given a (written (pictorial direction or command, the student will (repeat (write (perform) the written directions in the correct sequence. (Progress from single to multiple commands.)	G.P. Introduct. Preparat. A & B #1 G.P. Reading Exercises Elem. S.A. G.P. Read Exercises Elem. FD	Peabody SRA all levels (B.L.) Follow dire-tions A-F Random House RPRP Book Cards Orange Lab #2 Yellow #2 Red #2 (Mac) RC - 4 pg. 22 RD pad #2 p. 23 RD pad #3 p. 25, 57 (EAT) Me - Diag. Read. W.B. Level 2 exp. 4, 5, 6, 3 exp. 25, 45, 6 4 exp. 5, 25, 37 R-SCIS Organisms part 5 R-SCIS Subsystems and Variables part 3, 4 Relative Pos. and Motion part 1, 4, 5 Environments part 3,	Talking ITTI Ta Imp - G RD2 -

MATERIALS				
PRINT		NON-PRINT		
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	Peabody SRA all levels (B.L.) Follow dire-tions A-F	Talking Page ITTI Tapes Imp - Gateway to Good Read.		
ses	Random House RPRP Book Cards Orange Lab #2 Yellow #2 Red #2	RD2 - Visual Perception Pos. in Space p. 1-8 Eye Motor Coord p. 27-36 T.ED. Fig. Ground p. 40-46		
	(Mac) RC - 4 pg. 22			
	RD pad #2 p. 23 RD pad #3 p. 25, 57			
	(EAT) Me - Diag. Read. W.B. Level 2 exp. 4, 5, 6, 7 3 exp. 25, 45, 63 4 exp. 5, 25, 37			
	R-SCIS Organisms part 5 R-SCIS Subsystems and Variables part 3, 4 Relative Pos. and Motion part 1, 4, 5 Environments part 3, 5			

MATERIALS		
MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES 7022
	LyC Spelling Games	1. Teacher constructs specific direction cards. Child is expected to do them. Ex: Go to office and get 10 - 3x5 cards. Thank you 2. Fun Sheet: Teacher makes ditto with directions. Ex: Draw line under ball, above butterfly, and around dog  3. Learning station. Tape or write instructions for specif pupil tasks (experiment or project). 4. Write motivational reading no to your children--ask them to specific activity. 5. Provide student with a number statements. Ex: If the fifth letter of alphabet is E write seventh letter in this space.

SUGGESTED TEACHING AND LEARNING ACTIVITIES 7022	STUDENT ACTIVITIES 7022	MASTERY CHECK
1. Teacher constructs specific direction cards. Child is expected to do them. Ex: Go to office and get 10 - 3x5 cards. Thank you	1. Child writes directions to peer in form of personal note.	F.V.S.SK 1-7, 2-7, 3-11
2. Fun Sheet: Teacher makes ditto with directions. Ex: Draw line under ball, above butterfly, and around dog 	2. "What's Cooking" Ex: Child identifies particular dish from directions for preparing (ans. on back of card)	
3. Learning station. Tape or write instructions for specified pupil tasks (experiment or project).	3. "Do This" List words with directions. Ex: Circle things you eat 1. window 2. apple	
4. Write motivational reading notes to your children--ask them to do specific activity.	4. Fun Sheets Ex: Give 2nd letter of 1st name.	
5. Provide student with a number of statements. Ex: If the fifth letter of alphabet is E write the seventh letter in this space. ____		

7000 Comprehension - Literal

7030 - 7039 Main Idea

BEHAVIORAL OBJECTIVES			MATERIAL
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/R
7030 Given a (an) (oral (pictorial (written	7037 RD pad #1 p 45, 46 7037 RD pad #2 p 64 7037 RD pad #3 p 66, 71, 77 7037 RD pad Adv. p 81, 82	M -Build. Read. Power Comp & Skills Bk 1,3,5	EPC Tapes 11A 1 11B 1 12A 1
stimulus, the student will identify or use the main idea by giving a (an) (oral (written response.	B-L Getting the Main Idea (A-F) G.P. Intro. and Prep #1 A&B EAT Web NPR Level A B C #3	7031 RHSP Orange #1, 13 Yellow #1,3 13,14 Red #1 Blue #13	EPC Tapes 9B EPC Level EPC Level
Techniques for teaching main idea skills:	Level D #2 Level E #2 H.B.J. Storybook Plays McM R.C. - 4: p. 6, 10	7035 RHSP Blue #3 7036 RHSP Red #2 Blue #2	(EAT) Sys Rea in
7031 Pictures 7032 Illustrations 7033 Selecting Titles 7034 Rewording 7035 Key word in/or sentence 7036 Key sentence in a paragraph 7037 Story or article 7038 Related details	7037 (EAT) Web Reading for Concepts Book A, B All lesson #6 7037 (EAT) K-W p. 77-94 7037 D M.I. of Developing Comp. in Read Books 1,2,3A,3B, 4, 5 7037 (EAT) Me-Diag WB Level 2 exp. 16, 30, 39 Level 3 exp. 17, 45, 57 Level 4 exp. 19, 41, 53	7037 RHSP Yellow #1 Blue #1 7035 EDL Labs CC-1 7036 EDL Labs CC-2, D-9, DD9 7038 EDL Labs: DD9	(EAT) Tal Com SRA Int T

MATERIALS				
PRINT		NON-PRINT		
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
46 71, 77 , 82	M -Build. Read. Power Comp & Skills Bk 1,3,5	EPC Tapes Level 3: 11A 1, 2 11B 1, 2 12A 1, 2	Family Circus and other appropriate comic strip pictures to make into overhead transparencies	
Main	7031 RHSP Orange #1, 13 Yellow #1,8 13,14 Red #1 Blue #13	EPC Tapes Level 4 9B EPC Level 5: 8A	Tr. VMI Creative Writing Level 2-3 #4, 5, 6, 7, 8 7031 Tr. VMI Comp. Skills Level 2-3 #1	
#3	7035 RHSP Blue #3	EPC Level 6: 6A	7038 Tr. VMI Comp. Skills #2, 10, 11	
Plays 6, 10	7036 RHSP Red #2 Blue #2	(EAT) Systems 80 Reading Words in Context A-K		
g for ts Book ll #6	7037 RHSP Yellow #1 Blue #1	(EAT) Talking Page Comprehension		
94	7035 EDL Labs CC-1	SRA Int Tape 11A #7-8 11B #5		
ng ad A,3B,	7036 EDL Labs CC-2, D-9, DD9			
	7038 EDL Labs: DD9			
exp. 0, 39 exp. 5, 57 exp. 1, 53				

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7030 MAIN IDEA			
	1^1 Fun With Our Friends		
	1^2 More Fun With Our Friends		(7030) 10,24-25,66,78 (7031) 45 (7032) 30-31,34,40,70-71,78
	2^1 Friends Old and New	(7030) 45,53,61	(7030) 13,26,30,51,62-63,72,77 (7031) 49 (7032) 41, 56,72
	2^2 More Friends Old and New	(7030) 10,47,55,64, 69,77,78	(7030) 9,14,27,31,57,72,74,79 (7032) 19,74
	3^1 Roads to Follow	(7030) 8,19,25,26, 28,33,36-37	(7030) 4,12,22,28,32,37,48,51, 66,77 (7032) 1,46
	3^2 More Roads to Follow	(7030) 21	(7030) 4,7-8, 29-30,37-38,52,56,67 (7031) 24-25,41
	4 Ventures		(7030) 14,34,38,85,89,97 (7037) 43,55,85,89,97
	5 Vistas		(7030) 7,18,45,49,65,68,71,77,79

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Open Highways)		
7030 MAIN IDEA			
	2^1 More Power	(7033) 66-67	
	3^1 Splendid Journey	(7037) 52-53	
	4 Book 4		(7030) 19,41,43,67 (7035) 78
	5 Book 5		(7030) 14,38,51,55,72,89

SKILL/CONCEPT	TEXT Scott - Foresman (Systems)	WORKBOOK	MASTERS
7030 MAIN IDEA			
	1^2B Level 3	(7030) 15,29	(7030) 14,28
	1^2E Level 4	(7030) 7,23,56,57	(7030) 6,21,52
	2^1B Level 5	(7030) 9,28,41	(7030) 7,25,40
	2^1E Level 6	(7030) 14,27	(7030) 14,27
	2^2B Level 7	(7030) 20-21,33,36-37,42-43,48	(7030) 21-22,33,36,41,46
	2^2E Level 8	(7030) 44,45	(7030) 42-43
	3^1B Level 9	(7030) 33,36,45	(7030) 33,36,45
	3^1E Level 10		
	3^2B Level 11	(7030) 16-17,20, 28-29	(7030) 13,16,23
	3^2E Level 12	(7030) 16-17,32-33	(7030) 16-17,27-28

SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic)	WORKBOOK	MASTERS	Skill Lesson Nos.
7030 MAIN IDEA				
	2^2 Rewards		(7037) 26	
	3^1 Panorama	(7030) 7,61 (7033) 70,84		
	3^2 Fiesta		(7035) 62	4,10,15
	4 Kaleidoscope	(7030) 34,44,50,62, 96,111 (7035) 60,61,72,73, 87,89,69	(7035) 52 (7036) 33 (7037) 22,26,35,59	14 13

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
7030 MAIN IDEA			
	2^1 Book E	(7030) 9	
	3^1 Book G	(7030) 5,38	

SKILL/CONCEPT	TEXT Macmillan (Basic)	WORKBOOK	MASTERS
7030 MAIN IDEA			
	3^1 Better Than Gold	(7030) 12,36,61,78	
	3^2 More Than Words	(7033) 7,32,34,61,103,136 (7038) 26,33,44,63,87,129	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
7030 MAIN IDEA	P Young America Level 5	(7030) 10,19,22,23,28,30, 34,59,61,66,68,70, 78,91,92,93	
	1^2 Young America Level 6	(7030) 28,47,68	
	2^1 Young America Level 7	(7030) 6,8,11,12,13,15,21,23 25,27,30,45,66,84,87,91	
	2^2 Young America Level 8	(7030) 12,14,28,38,58,62,63 66,74,77,79,83,90,93	
	3^1 Young America Level 9	(7030) 6,13,26,27,31,43,44,46, 51,56,57,62,67,77,82,84, 85,88,91,92	
	3^2 Young America Level 10	(7030) 7,15,18,35,44,47,63,66,78	
	4 Young America Level 11	(7030) 3,5,8,16,21,42,48,51,56, 72,83,85,95	
	5 Young America Level 12	(7030) 2,4,8,10,12,13,14,15,16, 18,20,21,23,25,29,31,33, 42,44,46,49,50,51,61,69, 72,74,79,91	

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Reader's Digest Practice Pad		
7030 MAIN IDEA			
	2 Reading Skill Practice Pad 2	(7030) 64	
	3 Reading Skill Practice Pad 3	(7030) 66,71,77	
	4+Reading Skill Advanced Practice Pad	(7030) 32,44,46,81,82,83, 84,96	
	New Practice Readers		
7030 RELATED DETAILS	Levels A - C Question 3	(7037)	
	D - E Question 2	(7037)	

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7030 MAIN IDEA			
	2^2 Reading-Thinking Skills 2^2		(7035) 3,4
	3^1 Reading-Thinking Skills 3^1		(7030) 17,18
7030 MAIN IDEA			
	3^1 Reading Exercises - Main Idea -(Gates-Peardon)		
7030 MAIN IDEA	Merrill - New Reading Skill Text Series		
	Nicky part A		
	Uncle Ben part B		
	Uncle Funny Bunny part C p.17,21,27,29,31,41,59,81,85		

MATERIALS

KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES 7030
	7034 MB - Sentence Builders	1. Contract approach Ex: give main idea on specific topic based on social study or other content area reading. 2. Picture file (any subject area) 3. Tape stories for main idea development 4. Provide series of key sentence from familiar readings. Studen matches sentence to reading. 5. Number sentences in paragraphs. Student chooses key sentence by number. 6. Read selection to class, omit main idea, ask the class to fil in title or main idea (no one correct response).

SUGGESTED TEACHING AND LEARNING ACTIVITIES 7030	STUDENT ACTIVITIES 7030	MASTERY CHECK
1. Contract approach Ex: give main idea on specific topic based on social study or other content area reading.	1. Student will read story or library book and will give main idea to entice others to read	7033 SAT 7037
2. Picture file (any subject area)	2. Book Dramatization	FV Comp 7031 p-1,1-1,1-9 7032 p-2,1-3 7033 2-3,4-1 7034 p-3,1-4,2-2,4-2, 7035 3-2,4-4 /5-1 7036 1-10,2-6,3-5,4-4 7037 4-3 7038 1-2,2-1,3-1,5-5, /6-1
3. Tape stories for main idea development	3. Write titles for story cards (pictures or written)	
4. Provide series of key sentences from familiar readings. Student matches sentence to reading.	4. Illustrate main idea based on story or presentation.	
5. Number sentences in paragraphs. Student chooses key sentence by number.	5. Creative writing, paragraphs or stories, partner will write title or key sentence.	
6. Read selection to class, omit main idea, ask the class to fill in title or main idea (no one correct response).	6. "Decapitated Headings" (from magazines, newspapers, etc.). Match articles and heading.	S.F. 7031 pp 7032 pp 7035 3.1 7036 4 7037 4
	7. Activity corner - pictures	
	8. Main idea booklets in content areas	S.F.S. 7031 5, 11 7033 4,5,7,8,12 7034 9 7036 11
	9. "What Is It?" or "I Spy" game. One child describes an object in the room. Rest try to guess correctly.	O.H. 7033 3.2,4 7036 4

7000 Comprehension - Literal

7040 - 7049 Details

BEHAVIORAL OBJECTIVES	PRINT		MATER
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7040 Given a(n) (oral (pictorial (written stimulus, the student will identify the related details in a(n) (oral (written response. The different types of details are taught through the following: 7041 Noting details 7041 Recall 7043 Verification of fact (proof) 7044 Identifying speaker 7045 Antecedents		EAT New Practice Reader Levels A&B #1, 2; C #1 7043 ____ Level C #4, 5; D #4;E#4 7045 ____ Level D, E #3 RHRP - Bookcards 7042 Yellow 4:G#5-7(Bl,R,Br) 13 Red 4:R#1-8,G#1-7 6:R#1-3,6-8,G#1-3,6 13 Blue 1:R#1,2,4,5 4:G#6,7 R#1-8 7041 RHRP-SP orange #6,yellow #4 red #4, blue #4 7041-43 R-SCIS Material Objects part 3 Environments part 2 B.L. Getting the Facts (A-F) S.R.A. Ia, Gold, last item; Ic, Orange, Olive, Blue, Brown, Green, Tan 7041 G.P. Prep & Introductory Bks Levels also Reading Exercises Elem. R. 7041 E.D.L. - Kit DD-2 7043 E.D.L. CC-3, DD-5, D-6 7040 R.D. pad #3 p. 36,38,60,63,67,71,72, EAT McCall - Crabbs BKA Standard Test Les Reading (3rd-4th level) EAT Web: Reading for Concepts 7041 A,B all lessons, Quest #1 7045 A,B all lessons, Quest #3 7045 R.D. pad Adv p. 53 7041,7042,7043 D-Devel. Comp. in Reading (EAT) 7040 Me. Diag. Read Wb,Level 2 exp. (EAT) Web - Co Programmed Reading Book 6-	SRA I I EPC L 1

MATERIALS

PRINT KITS/OTHER	NON-PRINT AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
New Practice Reader Levels A&B #1, 2; C #1 ____ Level C #4, 5; D #4;E#4 ____ Level D, E #3	Tapes SRA II a #3, 7, 8 II b #5	(T) 7000 - Intro to Comp. Skills VMI	Systems 80
- Bookcards Yellow 4:G#5-7(Bl,R,Br) 13 ____ Red 4:R#1-8,G#1-' 6:R#1-3,6-8,G#1-3,6 13 ____ Blue 1:R#1,2,4,5 4:G#6,7 R#1-8	EPC Lev. 3,6 all lessons	(EAT) Rec Talking Page Comp 1-17, Talking Page Pre-Reading 11:2, 4	
RHRP-SP orange #6,yellow #4 red #4, blue #4 -43 R-SCIS Material Objects part 3 Environments part 2 Getting the Facts (A-F) A. Ia, Gold, last item; Ic, Orange, Olive, Blue, Brown, Green, Tan; IIa G.P. Prep & Introductory Bks Levels A-B #2,3,4,7; also Reading Exercises Elem. R.D. E.D.L. - Kit DD-2 E.D.L. CC-3, DD-5, D-6 R.D. pad #3 p. 36,38,60,63,67,71,72,80 McCall - Crabbs BKA Standard Test Lessons in Reading (3rd-4th level) Web: Reading for Concepts A,B all lessons, Quest #1 A,B all lessons, Quest #3 R.D. pad Adv p. 53 ,7042,7043 D-Devel. Comp. in Reading Books 1,2,3A,3B,4,5) 7040 Me. Diag. Read Wb,Level 2 exp.18,38,42; Level 3 exp.17,29,37; Level 4 exp.25,39) Web - Co Programmed Reading Book 6-14			

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7040 RELATED DETAILS			
	1^1 Fun With Our Friends		
	1^2 More Fun With Our Friends		(7041) 40,47-48,52,78
	2^1 Friends Old and New	(7043) 5,37,64	(7041) 19,21,28,74
	2^2 More Friends Old and New	(7041) 36,58 (7043) 30,36,52,53, 61	(7041) 1,19,27,29,31,33-34,49, 57,62-63,74,79 (7043) 33-34
	3^1 Roads to Follow	(7041) 16 (7043) 9, 22, 31	(7041) 4,25-26,28,32,37,40-41, 51,76,77 (7043) 40-41
	3^2 More Roads to Follow	(7041) 33-34,35-36, 40-41,55,78-79 (7043)40-41,46-47,64-65	(7041) 1,7-8,24-25,29-30,37-38, 40,43-44,48-49,55,70 (7043) 48-49,55
	4 Ventures		(7041) 21,32,38,69,72,78-79,90 (7043) 27,29-30,32,36,41,66-67; 26,40

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Open Highways)		
7040 RELATED DETAILS			
	2^1 More Power	(7041) 44-45,52-53 (7043) 16-17	
	3^1 Splendid Journey	(7041) 9,73 (7043) 20,41,65	
	4 Book 4		(7040) 15,17,18,19,20,26,31,38,41, 43,49,56,62,82,86,88,89,97,99 (7041) 78
	5 Book 5		(7040) 61,65,69,79

SKILL/CONCEPT	TEXT Scott - Foresman (Systems)	WORKBOOK	MASTERS
7040 RELATED DETAILS			
	1^2B Level 3	(7041) 15	(7041) 14
	1^2E Level 4	(7041) 7,23,56-57	(7041) 6,21,52
	2^1B Level 5	(7041) 9,28,41	(7041) 7,25,40
	2^1E Level 6	(7041) 14,27	(7041) 14,27
	2^2B Level 7	(7041) 20-21,33,36-37 42-43,48	(7041) 20-21,33,36,41,46
	2^2E Level 8	(7041) 44-45	(7041) 42-43
	3^1B Level 9	(7041) 33,36,45	(7041) 33,36,45
	3^2B Level 11	(7041) 16-17,20,28-29	(7041) 13,16,23
	3^2E Level 12	(7041) 16-17,32-33	(7041) 16-17,27-28

SKILL/CONCEPT	TEXT Houghton Mifflin (Basic)	WORKBOOK	MASTERS	Skill Lesson Nos.
7040 RELATED DETAILS				
	2^2 Rewards		(7041) 37	
	3^1 Panorama	(7040) 15,26,58,83,92,93, 101,104,105,107,109	(7045) 50	7
	4 Kaleidoscope	(7040) 38,44,58,85,106	(7041) 26 (7043) 20,21,26,58	10

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
7040 RELATED DETAILS			
	2^1 Book E		(7041) 6
	3^1 Book G		(7041) 35,37 (7043) 36
	3^2 Book H		(7041) 40

SKILL/CONCEPT	TEXT Macmillan (Basic)	WORKBOOK	MASTERS
7040 RELATED DETAILS			
	2^1 Enchanted Gates	(7040)28,42,90,140,143 (7042) 2,5,11,15,31,56,72, 87,106,119,126	
	2^2 Shining Bridges	(7042) 2,24,35,44,61,84,98,137	
	3^1 Better Than Gold	(7042) 6,39,50,92,100,116,139 (7043) 17,47,66,94,127	
	3^2 More Than Words	(7042) 3,17,30,43,95,126 (7043) 4,29,71,79,90,121; 47,101,142	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
7040 RELATED DETAILS			
	P Young America Level 5	(7042) 3,20,47,51,54,68,95	
	1^2 Young America Level 6	(7041) 17,40,41,59,66,68,85,86 (7042) 5,11,19,22,47,85,92,93 (7043) 47,51,68	
	2^1 Young America Level 7	(7041) 6,19,21,25,27,29,35, 55,58,70,81,91 (7042) 6,8,11,15,25,27,37,40, 46,53,58,61,63,68,72 79,84,91,95 (7043) 25,27,45,9	
	2^2 Young America Level 8	(7041) 1,12,14,18,20,28,35,42 50,59,62,66,90 (7042) 5,8,15,31,40,47,51,63,68 74,77,79,83,87,93,95 (7043) 14,26,28,74	
	3^1 Young America Level 9	(7041) 1,2,6,7,19,23,27,34,43, 45,61,65,68,69,78 (7042) 4,15,19,25,31,47,52,55, 63,70,79,94 (7043) 45,46,68,69	
	3^2 Young America Level 10	(7041) 17,18,25,35,55,57,67,78 (7042) 14,18,25,35,57,79,83,89 (7043) 37,55,77	
	4 Young America Level 11	(7041) 2,12,47,58,68,77 (7042) 12,16,29,41,66,72 (7043) 35,37	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
7040 RELATED DETAILS			
	5 Young America Level 12	(7041) 1,14,43,56,61,62 63,88,89 (7042) 10,24,32,34,38,47, 53,57,59,78,93,96 (7043) 1,8,9,43,83,86	

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Reader's Digest Practice Pad		
7040 RELATED DETAILS			
	2 Reading Skill Practice Pad 2		
	3 Reading Skill Practice Pad 3	(7040) 36,38,60,63,67,71, 72,80 (7045) 30,92	
	Advanced 4+ Reading Skill/Practice Pad	(7040) 16,18,32,44,46,56,58 70,80,81,83,84,94,96 (7045) 53	
	New Practice Readers		
7040 RELATED DETAILS	Levels A - E Questions 1 - (7041) Levels A - E Questions 4&5-(7043)		
7040 RELATED DETAILS	Merrill - New Reading Skilltext Series Nicky part A Uncle Funny Bunny part A Uncle Ben part A (7045) Nicky p. 17,79, (part B);19 (part A) Uncle Funny Bunny p. 35,41 (part E)		

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7040 RELATED DETAILS			
	4^2 Reading Thinking Skills		(7043) 18 (✓ critical reading involved)

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Miscellaneous Workbooks		
7040 RELATED DETAILS			
	Levels 1 - 4+ Gates Peardon Books (Elem., Interm., Advanced)		
	McCall Crabb		
	Barnell - Loft "Getting the Facts" A-F		

MATERIALS

MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	D.W. Fun with Words Gr. 2, 3, 4	1. Picture Flash to recall visual images. Ex: 1. What color was object 2. How many objects did you see? 3. (Time stu.) Name as many object as you can. 2. "Awareness" 1. John leaves classroom. Ask class co eyes, color of shirt. 2. Objects in specified area. Children look or feel objects then recall what they saw or felt. 3. Recall. Ex: Line six children in front children take seats. Other children write order L-R of 6 chil. 4. After reading selection student choose 1. Related details supported 2. Related details not supported 5. From story selection. Identify by picture or word specified object or speaker. 6. Worksheets-- a. List pronouns in selection b. Student identifies speaker Ex: We--Dick and Sally 7. Students who have problems concentrati should be encouraged to use Quest tech Student reads one page silently as doe tutor, or peer. Then student asks com

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
icture Flash to recall visual images. x: 1. What color was object 2. How many objects did you see? 3. (Time stu.) Name as many objects as you can.	1. Choice of manipulables or picture cards correlated with story. 2. Identify missing details in pictures.	F.V. Comp. 7041 4-5 7042 6-7 7043 3-7
Awareness" . John leaves classroom. Ask class color eyes, color of shirt. . Objects in specified area. Children look or feel objects then recall what they saw or felt.	3. Fun Sheets. Ex: Draw 4 red apples 4. Illustrate specific details from previous oral selection.	S.F. 7041 1.2,2.1,4 7042 4
ecall. Ex: Line six children in front - hildren take seats. Other children rite order L-R of 6 chil. fter reading selection student chooses: . Related details supported . Related details not supported	5. Children write menu; partners ask questions on menu. 6. Dramatization of selection--team. Class guesses familiar selection.	S.F.S. 7040 2,3,4,5 6,7,8,9, 11,12
rom story selection. Identify by icture or word specified object or peaker. orksheets-- . List pronouns in selection . Student identifies speaker Ex: We--Dick and Sally	7. Pictures and Pronoun Cards. Ex: Picture - Boy and girl Card - They 8. Skeletal Outlines containing Main Idea	O.H. 7040 2.1 2.2 3.1 3.2 4
tudents who have problems concentrating hould be encouraged to use Quest technique tudent reads one page silently as does his teacher, utor, or peer. Then student asks comprehensive questions.		

7000 Comprehension - Literal

7050 - 7059 Classification

BEHAVIORAL OBJECTIVES	PRINT TEXTS (See Insert)	PRINT KITS/OTHER	MATERI AUDIO TAPES/
7050 Given a(n) (manipulable (oral (pictorial (written stimulus, the student will organize the materials into groups based on their characteristics, giving a(n) (oral (written (performed response. The stimulus can be grouped according to the following areas: 7051 Size 7052 Shape 7053 Color 7054 Function 7055 Relationship - Analogies 7056 Detail 7057 Time and Place Relationships		RHRP - SkP Red 12, Blue 12 SRA Ic How Well Did you Read? Time order Brown, Green, Red, Tan RHRP Book cards. Red: 5 R #1-9; G #1-8; Blue: 5 G #1-8, R #1-5 7050 RD pad #1 ex. p. 2,30,40, 51,63 7050 RD pad #2 p. 55, 56 7050 RD pad #3 p. 9,20,31,33, 35,42,63,74,79 7051-53 R-SCIS Material Obj. part 1,2 (7056), 3(7054) 7051-53 R-SCIS (Properties) Interaction & Systems part 1 Subsystems & Variables part 2,3,4 7050-7057 Relative Pos. & Motion part 1,3,4,5 7057 R-SCIS Organisms part 3 7054 R-SCIS Organisms part 5; Pop. part 3 7057 R-SCIS Populations part 1 7055 R-SCIS Populations Part 2	EPC Lev 5-7 11A 9A EDL C- DD- Heath- Wor Cat in 7052 I Goo RK2 Co Cir p. Rec p. Rev (EAT) Pre 7053 R rea 7057 R rea 7054 R rea

MATERIALS

PRINT KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
P - SkP Red 12, Blue 12 Ic How Well Did you Read? Time order Brown, Green, Red, Tan P Book cards. Red: 5 R #1-9; G #1-8; Blue: 5 G #1-8, R #1-5 0 RD pad #1 ex. p. 2,30,40, 51,63 0 RD pad #2 p. 55, 56 0 RD pad #3 p. 9,20,31,33, 35,42,63,74,79 1-53 R-SCIS Material Obj. part 1,2 (7056), 3(7054) 1-53 R-SCIS (Properties) Interaction & Systems part 1 Subsystems & Variables part 2,3,4 0-7057 Relative Pos. & Motion part 1,3,4,5 7 R-SCIS Organisms part 3 4 R-SCIS Organisms part 5; Pop. part 3 7 R-SCIS Populations part 1 5 R-SCIS Populations Part 2	EPC Level 4-9A; 5-7B; 6-5B, 11A; 7-8A, 8B, 9A EDL C-6; CC-4, CC-8; DD-3 Heath-Minisystems Words in Series & Categories; Words in Categories 7052 Imp. Gateway to Good Read. RK2 Const. of Shape Circle p. 10; Sq. p. 12; Tri. p. 14; Rec. p. 16; Diamond p. 18; Oval p. 20; Review p. 22,24 (EAT) Rec Talking Page Pre-reading 7:2, 8:1,2 7053 Rec-Talking Page Pre-reading 10:1,2 7057 Rec-Talking Page Pre-reading 13:1,2,3; 14:1 7054 Rec-Talking Page Pre-reading 11:1	FS-127 Classifying Tr. VMI Comp. Skills Level 2&3, #8, 9 7051 Tr. VMI Readiness for Read Level K-1 #1,2,3,4,5,6 Tr. VMI Critical Thinking Level 3-5 #1 7054 Tr. VMI Critical Thinking Level 3-5 #2	

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foreman (Basic)		
7050 CLASSIFICATION			
	1^1 Fun With Our Friends		
	1^2 More Fun With Our Friends		(7050) 9 (7053) 68,74 (7056) 55,60 (7057) 14,24-25,42-43,68,74
	2^1 Friends Old and New	(7050) 65	(7050) 67 (7051) 44 (7052) 44 (7053) 44 (7056) 11,43,45 (7057) 21,44,53-54
	2^2 More Friends Old and New	(7050) 25,75	(7050) 31 (7054) 25 (7056) 2,17,51,72 (7057) 29,31,37-38,57
	3^1 Roads to Follow		(7056) 12,22,48,66 (7057) 28,37,51,69,77
	3^2 More Roads to Follow		(7050) 5,41 (7051) 7-8 (7053) 41 (7056) 4,19,40,43-44,62-63,67,76-77 (7057) 7-8,17,21,24-25,29-30,37-38,41,43-44,47

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7050 CLASSIFICATION			
	4 Ventures		(7050) 36,52,58,70 (7056) 14,26,34,36,38,40,69,72, 75-76,78-79,81,85,89,90,97 (7057) 12,21,22-23,25,29-30,38, 48-49,59,66-67,72,75-76, 88,90,93,98

SKILL/CONCEPT	TEXT Scott - Foresman (Open Highways)	WORKBOOK	MASTERS
7050 CLASSIFICATION			
	4 Book 4		(7057) 40
	5 Book 5		(7051) 53 (7056) 67,89 (7057) 27,36

SKILL/CONCEPT	TEXT Scott - Foresman (Systems)	WORKBOOK	MASTERS
7050 CLASSIFICATION			
1^1B Level 1		(7053) 55,56	(7053) 42,43
1^2E Level 4		(7054) 9,31 (7057) 30,55	(7054) 8,28 (7057) 27,51
2^1B Level 5		(7055) 8,10-11 (7057) 16-17,30,34-35, 37,40,42,45	(7055) 6,9-10 (7057) 15-16,27,33-34,36,39,41,44
2^1E Level 6		(7055) 8 (7057) 9,20,30-31	(7055) 6 (7057) 7,20,30-31
2^2B Level 7		(7051) 44 (7055) 9 (7057) 26-27	(7051) 42 (7055) 8 (7057) 27
2^2E Level 8		(7051) 20-21 (7077) 26,36-37,40-41	(7051) 20-21 (7077) 26,35-36,39-40
3^1B Level 9		(7051) 18-19 (7057) 20-22,28-29, 26-27,38-39	(7051) 19-20 (7057) 20-22,28-29,26-27, 38-39
3^1E Level 10		(7051) 18-19 (7057) 14,15-17,26, 28,34,36,38, 42,45,48	(7051) 17-18 (7057) 14,15-16,25,27,33,35,37, 41,44,47
3^2B Level 11		(7057) 12-13,40-41,45	(7057) 4,9-10,33
3^2E Level 12		(7057) 22-23	(7057) 21

SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic)	WORKBOOK	MASTERS
7050 CLASSIFICATION			
1^2 Signposts			(7055) 51
2^2 Rewards			(7050) 19,36,55
3^1 Panorama			(7050) 13,46,64,91
3^2 Fiesta			(7050) 46,54

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
7050 CLASSIFICATION			
	2^1 Book E		(7054) 11,13,36;23,27,28,31
	2^2 Book F		(7054) 7,18,32,12
	3^1 Book G		(7050) 31 (7057) 32,7,24;6,15,8,30
	3^2 Book H		(7057) 22,21,25,28,31,29,37,15, 38,3,13

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7050 CLASSIFICATION			
	2^1 Enchanted Gates	(7050) 33;49,91,100,132	
	2^2 Shining Bridges	(7050) 61;29,59,104,116,126,135 (7057) 4,15,70,106	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
7050 CLASSIFICATION			
	P Young America - Level 5	(7050) 6,9,28,54,66,92	
	1^2 Young America - Level 6	(7050) 3,4,24,25,56,62,65, 72,75,78,84,85,87,90,92	
	2^1 Young America - Level 7	(7050) 26,34,36,46,47,50,51,52,56, 57,62,70,73,75,82,89	
	2^2 Young America - Level 8	(7050) 6,8,10,19,22,23,24,27,29, 36,39,43,45,50,57,74,85,91	
	3^1 Young America - Level 9	(7050) 10,11,12,22,24,40,42,53,65, 75,78,95	
	3^2 Young America - Level 10	(7050) 5,8,19,39,45,65,76,83,88,94	
	4 Young America - Level 11	(7050) 44,48,49,62,63,67	
	5 Young America - Level 12	(7050) 21,31,56,62,63,89,95	

SKILL/CONCEPT	TEXT Reader's Digest Practice Pad	WORKBOOK	MASTERS
7050 CLASSIFICATION			
	2 Reading Skill Practice Pad 2	(7050) 55,56	
	3 Reading Skill Practice Pad 3	(7050) 9,20,31,33,35, 42,63,74,79	
	4 Reading Skill Advanced Practice Pad	(7050) 69,70;11,21,23,24, 25,26,27,39,47,66,79, 80,87,88,89	

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Continental Press		
7050 CLASSIFICATION			
	2-1 Reading-Thinking Skills		(7050) 1,2
	2-2 Reading-Thinking Skills		(7050) 1,21,22,13,14
7050 CLASSIFICATION			
	Merrill - New Reading Skilltext Series Uncle Ben p.3,5,17,23,29,31,35,37,39,41,43 47,49,55,57,59,61,67,77,81,85 (part C) Uncle Funny Bunny p.3,5,9,13,17,19,23,25,27, 33,35,37,39,47,49,51,57,59, 61,63,71,73,77,79 (part C)		

MATERIALS		
KINESTHETIC		
MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES 7050
Teacher-constructed 1. science objects--categorize 2. categorize picture of worker by where they might work or what part of country Animals & Their Young Poster Cards - M.B. Classification Charts No. 271	1. Describe Object or Picture card. Child will place it into proper category based on properties 2. "Label Me" Large picture-word lists Ex: word - milk; picture - refrigerator 3. M.B. Story Cards. Tell What Is Missing 4. Inst. - Classification Game (7055) C.W. Guess Whose Ears Guess Whose Tail Guess Whose Feet What's Part of What What Belongs Where What Goes with What M.B. Relationship Cards	If child has specific problem cont CST for Frostig 1. Divide pocket chart into four columns. Allow children to sel the three related words. Varia Ask children to place related w or pictures into four columns i are empty at beginning. 2. Word sheets. Matching classifi tion words. 3. Give multiple choice fact or statements--childred eliminate those that do not belong in cat run walk 4. Teacher organizes science mater to promote categorizing using manipulables

SUGGESTED TEACHING AND LEARNING ACTIVITIES 7050

If child has specific problem contact CST for Frostig

1. Divide pocket chart into four columns. Allow children to select the three related words. Variation: Ask children to place related words or pictures into four columns if all are empty at beginning.
2. Word sheets. Matching classification words.
3. Give multiple choice fact or statements--childred eliminate those that do not belong in category
   run walk
4. Teacher organizes science material to promote categorizing using manipulables

STUDENT ACTIVITIES 7050

1. Object, Picture lists, Word Lists or Button collection; arrange: size, color, shape
2. Children will classify in environmental headings
3. Geometric shapes
4. Sensory categories. Ex: see, hear, smell headings
5. "It Does - It Doesn't" Ex: It can walk; It cannot walk (chart, magnetic cards, felt)
6. Categorize by prefix, suffix and root word
   a) use word cards
   b) use picture cards
7. Add On
   Children add to list
8. Riddle: "Horse is to barn as bird is to _____. (cage)

MASTERY CHECK

[7051] SAT
F.V.S.SK.
[7050] 1-8,2-8,3-12
4-12,4-13,4-14
5-12,5-13,6-12
[7056 7057] 2-9
4-10,5-10
All S.F.
[7056 7057] S.F.S.
[7054 7055 7057] O.H.
S.F.
[7055] P.P.
S.F.S.
[7056 7057] 10
12
O.H.
[7050] 1.2
2.1

7000 Comprehension - Literal

7060 - 7069 Sequence

	PRINT		MATERI
BEHAVIORAL OBJECTIVES	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7060 Given a(an) (manipulable (oral (pictorial (written stimulus, the student will place the stimulus in sequence by a(an) (oral (written (performed response. Sequence will be developed through: 7061 Pictures and/or Objects 7062 Sentences 7063 Paragraphs 7064 Stories 7065 Chronology 7066 Places		RHRP Book cards orange yellow 5:bl,br,r,g 7:4 red 5 R #1-9, G #1-8 blue 5 R #1-5, G #1-8 7062 RHRP SP orange #5, yellow #5, red #5 blue #5 7063 SRA Ic - brown, green, red, tan RD #1 exp. p. 14, 45, 46 7064 RD pad #2 p. 64 7063 RD pad #3 p. 25, 37, 38 7063 RD Adv p. 92, 93 RSL Book C Level 1, pp. 20-23, 26-28, 30-31 7062 EDL CC-4 (7063) EDL Kit DD-3 B.L. Sequence of Events (A-F) 7064 D - Dev. Comp. in Reading Books 2, 3A, 3B, 4, 5 7061 R-SCIS Mat. Obj. part 1, 3 7065 R-SCIS Life Cycles part 1, 2 7061 R-SCIS Organisms part 2	SRA Lis Ia, EPC SS IMP Ga Tap (EAT) Com 7065 T Rea Heath- & S

MATERIALS

PRINT KITS/OTHER	NON-PRINT AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
P Book cards orange yellow 5:bl,br,r,g 7:4 red 5 R #1-9, G #1-8 blue 5 R #1-5, G #1-8 2 RHRP SP orange #5, yellow #5, red #5 blue #5 3 SRA Ic - brown, green, red, tan #1 exp. p. 14, 45, 46 4 RD pad #2 p. 64 3 RD pad #3 p. 25, 37, 38 3 RD Adv p. 92, 93 Book C Level 1, pp. 20-23, 26-28, 30-31 2 EDL CC-4 63) EDL Kit DD-3 . Sequence of Events (A-F) 4 D - Dev. Comp. in Reading Books 2, 3A, 3B, 4, 5 1 R-SCIS Mat. Obj. part 1, 3 5 R-SCIS Life Cycles part 1, 2 1 R-SCIS Organisms part 2	SRA Listening Tapes Ia, Ib, Ic (6-7) EPC SS C-6, CC-4, DD-3 IMP Gateway RKI Tapes 19, 20 (EAT) Rec-Talking Page Comp 7065 Talking Page Pre-Reading 12:2 Heath-Minisystems - Comp. & Sequence, Level 2, 3	Tr. VMI Comp Skills #4, 5, 12	

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Basic)		
7060 SEQUENCE			
	Fun With Our Friends		
	1^2 More Fun With Our Friends		(7060) 10,18,24-25,30-31,42-43, 51,70-71
	2^1 Friends Old and New	(7060) 18,20,33,42, 51,59,63,72,76	(7060) 1,15,21,51,62-63
	2^2 More Friends Old and New	(7060) 24,34,38,56	(7060) 9,11,27,29,37-38,45,47,51,79
	3^1 Roads to Follow	(7060) 1,9,16	(7060) 10,19,28,32,35,37,51
	3^2 More Roads to Follow	(7060) 56	(7060) 27,35,50,56
	4 Ventures		(7060) 83,90,94

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Open Highways)		
7060 SEQUENCE			
	2^1 More Power	(7060) 12,15	
	3^1 Splendid Journey	(7060) 48,56	
	4 Book 4		(7060) 3,12,17,57,86,88
	5 Book 5		(7060) 12,25,36,62

SKILL/CONCEPT	TEXT Scott - Foresman (Systems)	WORKBOOK	MASTERS
7060 SEQUENCE			
	1^2B Level 3	(7060) 24,38,48,70,74 (7065) 25,49,60-61,75	(7060) 23,37,47,72,76 (7065) 24,48,59-60,77
	1^2E Level 4	(7060) 11,22 (7065) 44-45	(7060) 10,20 (7065) 41-42
	2^1B Level 5	(7060) 22-23	(7060) 29-30
	2^1E Level 6	(7060) 32-33,39	(7060) 32-33,39
	2^2B Level 7	(7060) 14-15	(7060) 15-16
	2^2E Level 8	(7060) 8,38	(7060) 6,37
	3^1B Level 9	(7060) 8,30-31	(7060) 7,30-31
	3^1E Level 10	(7060) 22,35	(7060) 21,34
	3^2E Level 12	(7060) 38	(7060) 32

SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic)	WORKBOOK	MASTERS
7060 SEQUENCE			
	2^1 Secrets		(7060) 16,42,56,72,79
	2^2 Rewards		(7060) 44
	3^1 Panorama	(7060) 22,45,80	
	4 Kaleidoscope	(7060) 31,39,66,104	

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
7060 SEQUENCE			
	2^1 Book E		(7062) 40
	3^1 Book G		(7060) 40 t.d. (7065) 1 (p.5-6),21
	3^2 Book H		t.d. (7065) 20 (37-38)

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7060 SEQUENCE			
	2^1 Enchanted Gates	(7060) 78,101,133	
	2^2 Shining Bridges	(7060) 22,53,72,109	
	3^1 Better Than Gold		
	3^2 More Than Words	(7060) 66,104,112	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
7060 SEQUENCE			
	P Young America Level 5	(7064) 5,7,10,18,30,59 (7065) 34,61,68,70	
	1^2 Young America Level 6	(7064) 6,10,20,28,68	
	2^1 Young America Level 7	(7064) 26,34,36,46,47,50, 51,52,56,57,62,70, 73,75,82,89	
	2^2 Young America Level 8	(7064) 8,74	
	3^1 Young America Level 9	(7064) 10,11,12, 22,24,40, 42,53,65,75,78.95	
	3^2 Young America Level 10	(7060) 55,77	
	4 Young America Level 11	(7064) 44,48,49,62,63,67	
	5 Young America Level 12	(7064) 21,31,56,62,63,89,95	

SKILL/CONCEPT	TEXT Reader's Digest Practice Pad	WORKBOOK	MASTERS
7060 SEQUENCE			
	2 Reading Skill Practice Pad 2	(7060) 64	
	3 Reading Skill Practice Pad 3	(7060) 25,37,38	
	4+ Reading Skill Advanced Practice Pad	(7060) 44,46,58,82,83, 91,92,93,94,96	

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7060 SEQUENCE	2-1 Reading-Thinking Skills	(7060) 1,2	
	2-2 Reading-Thinking Skills	(7060) 5,15,16	
	3-1 Reading-Thinking Skills	(7065) 19,20	
	3-2 Reading-Thinking Skills	(7060) 14,15:16,17	
	4-1 Reading-Thinking Skills	(7060) 14,15:16,17	
	4-2 Reading-Thinking Skills	(7060) 14,15:16,17	
7060 SEQUENCE	Merrill - New Read. Skilltext Series Nicky p.9,19,34,43,58,63,76,48-B (part A) Uncle Ben p.3,7,11,15,19,29,33,43,45,49,53,71,75,79 Uncle Funny Bunny p.3,5,7,11,13,15,19,21,25,31 (part C) 35,37,39,41,43,45,49,51,53,55, 63,65,67,69,71,73,75,83 (part C)		

MATERIALS

MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES 7060
(Ideal) Sequence Picture for Peg Board		1. Picture sequence cards
(M.B.) Sequence Cards		2. Filmstrips - adapt sequential events (3x5 cards)
Sequence Charts No. 271		3. "How Does It End?" Unfinished stories which end at a critical point. Students complete by writing or illustrating.
7061 Inst. - Let's Learn Sequence		4. Number sequence worksheets
7051 DLM - Size Sequencing Cards		5. Sequence often essential in: science, cooking

SUGGESTED TEACHING AND LEARNING ACTIVITIES 7060	STUDENT ACTIVITIES 7060	MASTERY CHECK
1. Picture sequence cards	1. Illustrating sequence of story	F.V. Com
2. Filmstrips - adapt sequential events (3x5 cards)	2. Picture cards made from stories. Arrange sequentially.	7060 5-3 7061 1-6 7062 1-7,2-4,2-5 3-3 7063 1-8,3-4,6-5
3. "How Does It End?" Unfinished stories which end at a critical point. Students complete by writing or illustrating.	3. "Action Cards". Ex: John gets up and goes to school. Pantomime sequentially.	S.F. 7064 4
4. Number sequence worksheets	4. "Sentence or Paragraph Shuffle"	S.F.S.
5. Sequence often essential in: science, cooking	5. Sequence - Skeletal outline developed from story or article	7064 10
	6. Time-line. Child could write titles of stories read or a time-line. 1800 1850 1900	

7000 Comprehension - Literal

7070 - 7079 Context

BEHAVIORAL OBJECTIVES	PRINT		MATERI
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7070 Given (oral (pictorial (written context clues, the student will complete the thought by giving a(an (oral (written response. Context skills taught through the following techniques: 7071 Closure (blanks) 7072 Rhyming	Me. New Read Skilltext Series Nicky part B 7072 Nicky p. 4,9,12, 14,16,19,31,39, 41,54,57,67,71 Uncle Funny Bunny 3,13,27,51,59,77 part E Uncle Ben p. 23 (part E)	SRA Ia, Ic Aqua B, Purple B SRA IIa, Tan E:5,10,15 Brown E:5,10,15 Red D:1,6,11 Orange C:3,8,13 (7071) B.L. Using the Context (A-F) RSL Book B Lev. 1 p. 27 Durrell Murphy DLM Sound Foundations Program RHRP SP Red-14 Blue-14 Systems 80 - Rooster RD #1 exp. 47,48,61,62 RD #2 exp. 4,6,12,29,32, 39,41,45,46 (EAT) K-W p. 77-94 (EAT) 7071 Me. Diag. Read. W.B. Level #4 exp. 37,43,25 (EAT) 7071 Web. Co Programmed Reading Book 6-14 RHWP - Skill A	EPC L 9A 6B 7A 6: 10 10 IMP G Ta 7071 sy An 7072 Sk 7072 an

MATERIALS

PRINT KITS/OTHER	NON-PRINT AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
SRA Ia, Ic Aqua B, Purple B SRA IIa, Tan E:5,10,15 Brown E:5,10,15 Red D:1,6,11 Orange C:3,8,13 071) B.L. Using the Context (A-F) RSL Book B Lev. 1 p. 27 Durrell Murphy DLM Sound Foundations Program RHRP SP Red-14 Blue-14 Systems 80 - Rooster RD #1 exp. 47,48,61,62 RD #2 exp. 4,6,12,29,32, 39,41,45,46 (EAT) K-W p. 77-94 (EAT) 7071 Me. Diag. Read. W.B. Level #4 exp. 37,43,25 (EAT) 7071 Web. Co Programmed Reading Book 6-14 RHWP - Skill A	EPC Level: 3:9A1, 9A2; 4:5B, 6A, 6B, 7A; 5:5B, 7A, 7B, 11B; 6:4A, 5B, 8A, 10B; 7:2B, 4A, 10B IMP Gateway - RKI Tapes 17, 18 7071 Heath-Mini-systems, Word Anticipation 7072 ECA - Aud, Perc. Skills Tape #2543 7072 Z - Happy Rhythms and Rhymes	FS 1049	

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7070 CONTEXT	1^2 More Fun With Our Friends		(7070) 3,8,9,13,19,20,27,28 33,59,80;4,17,21,26 29,35,36,39,44,51,54,64 67,75;2,15,22,46,61,72
	2^1 Friends Old and New	(7070) 2,6,19,26,36, 40,46	(7070) 27,40,69;6,8,12,22,64; 10,16,25,36,44,76;55,80
	2^2 More Friends Old and New	(7070) 2,8,19,37,40, 49,61,70,71	(7070) 69,75,77;3,8,10,16,18, 24,26,28,30,32,41,50,52, 53,59,61,66,68,71,73,80; 15,23,44,48,58,64;46;13,39 54,70
	3^1 Roads To Follow	(7070) 5,12,24	(7070) 2,5,56;3,9,21,23,70,79, 13,17,30,36,38,42,44,52, 64,78;24,59
	3^2 More Roads To Follow	(7070) 71,77	(7070) 14,20,22,26,28,32,39,46, 58,64,66,71,74,79;6,18,31, 53,57,68,78;42
	4 Ventures		(7070) 60,68,73,74,96,99;3,11,16, 19,24,31,39,50,57,65,74,82, 92;6,37,54

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Open Highways)		
7070 CONTEXT			
	2^1 More Power	(7070) 6,19,33,43,51,62,78,79	
	3^1 Splendid Journey	(7070) 6,7,21,29,34,35;36,37, 42,43,44,45,51,55,57, 60,63,70,73	
	4 Book 4		(7070) 23,64,66,81,85, 90,95,96
	5 Book 5		(7070) 8,13,18,48,52,64, 68,74,80

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Systems)		
7070 CONTEXT			
	1^2E Level 4	(7070) 54,62	(7070) 50,57
	2^1B Level 5	(7070) 24,25,32,39,47	(7070) 21,22,31,38,46
	2^1E Level 6	(7070) 13,18,26,35,43,40,48	(7070) 13,18,26,35,43,40,48
	2^2B Level 7	(7070) 10,11,18,22,23,28	(7070) 11,12,19,23,24,28
	2^2E Level 8	(7070) 14-15	(7070) 14-15
	3^1B Level 9	(7070) 14,16,23,24	(7070) 15,17,23,24
	3^1E Level 10	(7070) 23,43	(7070) 22,42
	3^2B Level 11	(7070) 15,32,44	(7070) 12,26,36
	3^2E Level 12	(7070) 8,14,25;9,45,48	(7070) 9,14,23;10,37,40

SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic)	WORKBOOK	MASTERS	Skill Lesson Nos.
7070 CONTEXT	P Rainbows		(7070)3,15,24,36,42,45,54,66,69,72,81,87;18,30,39,57,63 (7071) 1,4,7,10,13,16,19,22,25,28,31,34;37,40,43,46,49,52,55,58,61,64,67,70,73,76,79,82,85;2,6,8,12,14,17,20,23,26,29,33,35,38,41,44,48,50,53,56,60,62,65,68,71,74,77,80,83,86;9,21,27,51,75,78	
	1^2 Signposts		(7070) 9,27,36,45,48,57,63,72,75 (7071) 1,4,7,10,13,16,19,22,25,28,31,34,37,40,43,46,49,52,55,58,61,64,67,70,73,76,79,82,85;3,6,8,11,14,17,20,23,26,29,32,35,38,41,44,47,50,53,56,59,62,65,68,71,74,77,80,83,86	

SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic) cont.	WORKBOOK	MASTERS	Skill Lesson Nos.
7070 CONTEXT				
	2^1 Secrets		(7070) 9,27,74;3,12,30,50, 67;2,34,41,44,46,49, 52,55,64,66,71,82 (7071) 1,7,10,13,19,22,28, 37,43,45,48,54,57, 60,62,73,75,77,80; 8,21,24,29;33,59,83	5 26
	2^2 Rewards		(7070) 39,59;13,29,54 (7071) 1,6,11,14,22,33,38, 43,53,58,65,74;3,10, 18,21,28,34,46,48, 57,68;23,47,75	4; 9

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS	Skill Lesson Nos.
	Houghton - Mifflin (Basic) Cont.			
7070 CONTEXT	3^1 Panorama	(7070) 10,11,13,21,28, 35,36,37,41,45, 53,54,56,57,68, 73,76,78,81,87, 89,90,94,96,100, 103,108,110,111	(7070) 24,66;3,18,90 (7071) 19,37,61,76,93; 1,10,22,25,34,55, 73,82,99;31,49,67; 8,65,94;5,53,71, 86;16,79;98,35,62, 101 (7072) 20,40,85	10
	3^2 Fiesta		(7070) 2,26,32,47 (7071) 8,24,36,61;21,57; 25,31,35;21,57; 3,16,33,50,53,58; 20,44,63 (7072) 1,12,13,30,51	12 2,6,9,16; 1,7
	4 Kaleidoscope	(7070) 26,32,35,42,45, 48,51,56,59,70, 71,79,82,86,88	(7070) 5,6,12 (7071) 1	2,3;15; 13

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
7070 CONTEXT			
	2^1 Book E		(7070) 26,8,31,37 (7071) 2,17,33;18,22;10
	2^2 Book F		(7070) 9,40 (7071) 14;20
	3^1 Book G		(7070) 12
	3^2 Book H		(7070) 12

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
7070 CONTEXT			
	P Young America Level 5	(7070) 7,14,16,18,20,22,43,45,50,53,61,78,81,83,94 (7072) 10,24,43,44,75,81	
	1^2 Young America Level 6	(7070) 12,13,37,41,43,51,54,56,61,62,64,65,67,70,71,76,80,81,83,87,88,89,91,92 (7072) 22,27,53,59,64,70,91	
	2^1 Young America Level 7	(7070) 13,21,23,25,27,43,45,54,77,81,86,89,90,93 (7072) 2,7,9	
	2^2 Young America Level 8	(7070) 3,12,28,38,52,53,57,60,62,64,66,68,69,87,89	
	3^1 Young America Level 9	(7070) 14,35,38,39,41,62,73,83,89,92,93	
	3^2 Young America Level 10	(7070) 30,33,56,69,93	
	4 Young America Level 11	(7070) 11,25,50,55,64,70,73,87	
	4 Young America Level 12	(7070) 6,14,18,26,39,46,47,52,54,64,70,82,90	

SKILL/CONCEPT	TEXT Reader's Digest Practice Pad	WORKBOOK	MASTERS
7070 CONTEXT			
	2 Reading Skill Practice Pad 2	(7070) 4,6,12,29,32, 39,41,45,46,52	
		(7072) 4,12,32	
	3 Reading Skill Practice Pad 3	(7070) 10,12,13,17,19,21, 25,26,34,40,44,45, 49,57,64,74,75,76; 9,14,24,31,32,33,35, 36,38,60,63;43,59,66, 68,70,71,74,77,80	
	4+ Reading Skill Advanced Practice Pad	(7070) 7,8,9,12,15,16,17,18, 21,22,23,24,25,28,36, 44,49,51,66,77,78;10, 14,31,32,33,35,38,60, 63;38,43,59,68,70,71, 74,80	

MATERIALS

KINESTHETIC
MANIPULABLES GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

(I) Rhyming Puzzle

(I) Rhyming Zig Zag

(DW) We Read Sentences

(M.B.) Sentence Builder

(Ideal) Sentence Cards

(M.B.) Story Cards; Tell What
Part Is Missing

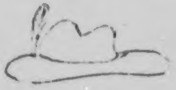
(M.B.) Word and Sentence
Builder

(Kenworthy) Word and Phrase
Sentence Builder

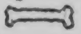
(ITA) Picture Crosswords

(I) Ideal Crossword Puzzles
  Animals
  Fairy Tales
  Occupations

1. Using a picture file or word list, child can verbally respond or use word lists for matching rhyming words. Ex:

   hat 

2. Continue to develop using some of the following:

   a. A sentence using a picture.
      The dog eats a 

   b. A sentence using several word choices.

   c. A sentence using phrases.

   d. A sentence in which only part of a word is missing from context. Child must spell the rest of the word.

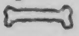
3. Teacher tapes familiar material (Ex) Child chooses correct answer on worksheet or fills in answer using a word bank.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Using a picture file or word list, child can verbally respond or use word lists for matching rhyming words. Ex:

   hat

2. Continue to develop using some of the following:

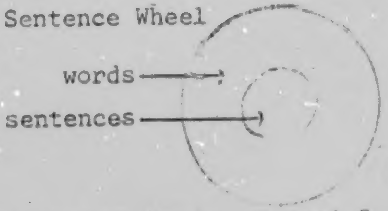
   a. A sentence using a picture.
      The dog eats a 

   b. A sentence using several word choices.

   c. A sentence using phrases.

   d. A sentence in which only part of a word is missing from context. Child must spell the rest of the word.

3. Teacher tapes familiar material (Ex) Child chooses correct answer on worksheet or fills in answer using a word bank.

STUDENT ACTIVITIES	MASTERY CHECK
1. Charades using rhymes: We have fun When we ______	SAT F.V.
2. Make a picture dictionary or dictionary.	S.F.
3. Bingo (word cards). Teacher gives sentence and child covers correct choice.	P.P. 1.1,1.2, 2.1,2.2,3.1, 3.2
4. Nursery rhymes--Jack be nimble, Jack be _____.	S.F.S.
5. "Mystery Box"-gives sentence clues to described object--child keeps object (popcorn, etc.).	2, 3, 5, 7
6. Sentence Wheel 	O.H. 1.1,1.2, 2.1,2.2, 3.2
7. Spin the Clock. A word for each clock number is assigned. Upon spinning clock hand child reads word and locates its matching sentence.	
8. Riddles	
9. Crossword Puzzles	

7100 Comprehension - Interpretive

7110 - 7119 Sensory Images

BEHAVIORAL OBJECTIVES			MATERI
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7110 Given (manipulable (oral (pictorial (written clues, the student will be able to form an image of the described stimulus and express it through a(n) (oral (written (performed response.		DUSO Peabody Lab EDL Kit CC-5, DD-4 D-2	Sight SRA L

		MATERIALS		
PRINT			NON-PRINT	
		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	DUSO Peabody Lab EDL Kit CC-5, DD-4 D-2	Sights and Sounds SRA Listening	Tr. VMI Readiness for Reading Level K-1 #1, 2, 3, 4	

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7110 SENSORY IMAGES			
	Fun With Our Friends		
	1^2 More Fun With Our Friends		(7110) 34,60;30-31,40,42-43,68,70-71,74
	2^1 Friends Old and New	(7110) 11,55,57,68, 71	(7110) 11,33,43,56,58,66;9,15,41
	2^2 More Friends Old and New	(7110) 16,46,65	(7110) 2,55,60;11,19,24
	3^1 Roads To Follow	(7110) 34	(7110) 1,16;10,69
	3^2 More Roads to Follow	(7110) 25,75	(7110) 17,60
	4 Ventures		(7110) 44,88,90,98;2,18

SKILL/CONCEPT	TEXT Scott - Foresman (Open Highways)	WORKBOOK	MASTERS
7110 SENSORY IMAGES			
	2^1 More Power	(7110) 34,35	
	3^1 Splendid Journey	(7110) 68,69	
	4 Book 4		(7110) 27,77
	5 Book 5		(7110) 33,57,58,63,70

SKILL/CONCEPT	TEXT Houghton Mifflin (Basic)	WORKBOOK	MASTERS
7110 SENSORY IMAGES			
	1^2 Signposts		(7110) 54,60,78
	2^1 Secrets		(7110) 4,31,65
	4 Kaleidoscope	(7110) 67,112	

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
7110 SENSORY IMAGES			
	3^2 Book H		(7110) 5

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7110 SENSORY IMAGES			
	2^1 Enchanted Gates	(7110) 7,103,117	

SKILL/CONCEPT	TEXT Reader's Digest Practice Pad	WORKBOOK	MASTERS
7110 SENSORY IMAGES	4+ Reading Skill Advanced Practice Pad (7110) 66		

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7110 SENSORY IMAGERY			
	2-1 Reading - Thinking Skills		(7110) 21,22
	2-2 Reading - Thinking Skills		(7110) 24
	3-1 Reading - Thinking Skills		(7110) 5,6
	3-2 Reading - Thinking Skills		(7110) 11
	4-1 Reading - Thinking Skills		(7110) 10
	4-2 Reading - Thinking Skills		(7110) 10

MATERIALS

KINESTHETIC
MANIPULABLES

GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES
7110

1. Mood or scene pictures--child analyzes with descriptive words.

2. Given a picture and different types of descriptive sentences child will select the most appropriate sentence.

3. Given descriptive words child lists or matches correct object.

Coarse	Soft
sandpaper	pillow

4. Crossword puzzle may or may not include a word bank on the worksheet.

SUGGESTED TEACHING AND LEARNING ACTIVITIES
7110

1. Mood or scene pictures--child analyzes with descriptive words.
2. Given a picture and different types of descriptive sentences child will select the most appropriate sentence.
3. Given descriptive words child lists or matches correct object.

Coarse	Soft
sandpaper	pillow

4. Crossword puzzle may or may not include a word bank on the worksheet.

STUDENT ACTIVITIES
7110

1. Illustrate story from memory.
2. Pantomime a feeling or mood.
3. "Smell Me"
   Bottles with cotton saturated with various scents--orange, lemon, etc. Child identifies scent or object with that scent.
4. "Feely Mealy"

Box--objects inside. Hole in box to fit child's hand. Child guesses object.

5. Bulletin board of pictures relating to the five senses. On cards attached to board with yarn are the words or pictures of (taste 👄 , hear 👂 , etc.) Child matches card(s) to picture(s).
6. Use same idea above with worksheet.

	Hear 👂	Taste 👄	Touch ✋	etc.
Ball			x	
Olive		x		

MASTERY CHECK

SAT

F.V.

S.F.

[P.P, 1.1, 1.2,2.1, 2.2,3.1, 3.2,4]

S.F.S.

(10)

O.H.

(4)

7100 Comprehension - Interpretive

7120 - 7129 Figurative Language

	BEHAVIORAL OBJECTIVES		PRINT		MATER
			TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7120	Given a(an) (oral (pictorial (written stimulus, the student will use or identify the figure speech by giving a(an) (oral (written response.	(7121)	Vocabulary Development Level 4 (McM) pp. 18, 21	(7123) RHRPSP Orange #3 Yellow #3 Red #3	
		7121	RD pad #3 p. 69		
		D	Dev. Comp. in Read. Books 3A, 3B, 4, 5		
	Figurative speech will be developed through the following:				
7121	Idioms				
7122	Similes				
7123	Metaphors				
7124	Colloquialisms				
7125	Alliteration				
7126	Personification				

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	(7123) RHRPSP Orange #3 Yellow #3 Red #3		Tr. VMI Creative Writing #11, 12	

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Basic)		
7120 FIGURATIVE LANGUAGE			
	2^1 Friends Old and New	(7121) 31,66	(7120) 50
	2^2 More Friends Old and New	(7121) 6,76	(7120) 9,17,27,31,57,72,79
	3^1 Roads To Follow	(7121) 11,14,23	(7120) 33,37,72
	3^2 More Roads to Follow	(7121) 30,57	(7120) 9,19,45,65
	4 Ventures		(7120) 51,53,62,71,73,87, 89,98;75-76,84

SKILL/CONCEPT	TEXT Scott - Foresman (Open Highways)	WORKBOOK	MASTERS
7120 FIGURATIVE LANGUAGE			
	4 Book 4		(7120) 84,93
	5 Book 5		

SKILL/CONCEPT	TEXT Scott - Foresman (Systems)	WORKBOOK	MASTERS
7120 FIGURATIVE LANGUAGE			
	1^2E Level 4	(7120) 14,34,59	(7120) 12,31,54
	3^1B Level 9	(7120) 12	(7120) 13
	3^1E Level 10	(7120) 20,32,39,44	(7120) 19,31,38,43

SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic)	WORKBOOK	MASTERS	Skill Lesson Nos.
7120 FIGURATIVE LANGUAGE				
	4 Kaleidoscope	(7120) 19,22,46,77,93	(7120) 11,28	
		(7121) 33,78	(7121) 19,43	9
		(7122) 22,46,77,93	(7122)	6
		(7123) 19,46,77,93	(7123)	5

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
7120 FIGURATIVE LANGUAGE			
	3^1 Book G		(7120) 19;9
	3^2 Book H		(7120) 22

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7120 FIGURATIVE LANGUAGE			
	3^2 More Than Words	(7120) 27,126	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
7120 FIGURATIVE LANGUAGE			
	3^2 Young America - Level 10	(7120) 8,49,81	
	4 Young America - Level 11	(7120) 18,23,53,85,94,96	
	5 Young America - Level 12	(7120) 18,29,50,64,75,80,87	

SKILL/CONCEPT	TEXT Reader's Digest Practice Pad	WORKBOOK	MASTERS
7120 FIGURATIVE LANGUAGE			
	3 Reading Skill Practice Pad 3	(7121) 69	
	4+ Reading Skill Advanced Practice Pad	(7120) 66	

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7120 FIGURATIVE LANGUAGE			
	4-1 Reading Thinking Skills	(7121) 4	
	4-2 Reading Thinking Skills	(7121) 4	

MATERIALS

KINESTHETIC

MANIPULABLES GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES
/120

1. Using pictures and idiomatic expressions child selects the best expression illustrated in the picture.

2. Matching--2 columns. First column containing idioms, the second column its meanin

3. Given sentences with key wor underlined, the student must respond whether the key word are idioms or have an ordina meaning. (Also include 7122 23, 24, 25, 26)

4. Given sentences with idioms (etc.), the student must spo these. Ex: His parties wer always free and easy.

SUGGESTED TEACHING AND LEARNING ACTIVITIES 7120	STUDENT ACTIVITIES 7120	MASTERY CHECK
1. Using pictures and idiomatic expressions child selects the best expression illustrated in the picture.	1. On 3x5 cards write many idioms. Child selects card and illustrates the ordinary and idiomatic meaning by dividing paper in half and illustrating accordingly.	FVS SK 7120 Vivid lang. 5-10,5-14, 6-11,6-13 7121 } 4-11,5-11, 7124 } 6-11
2. Matching--2 columns. First column containing idioms, the second column its meaning.		
3. Given sentences with key words underlined, the student must respond whether the key words are idioms or have an ordinary meaning. (Also include 7122, 23, 24, 25, 26)	2. Bulletin Board Game. Pictures illustrating idioms (etc.). Idioms on cards attached to strings. Match string card to its illustration.	FV Comp 7121 2-15 7122 S.F. 7123 2.2 7125 3.1 7126 3.2, 4 7121 S.F.S. 7123 7,9 7126 12
4. Given sentences with idioms (etc.), the student must spot these. Ex: His parties were always free and easy.		O.H. (4)

7100 Comprehension - Interpretive

7130 - 7139 Comparisons and Contrasts

BEHAVIORAL OBJECTIVES	MATERI		
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7130 Given a(an) (pictorial (oral (written presentation, the student will be able to make logical comparisons and/or contrasts in a(n) (oral (written (performed response.		7030 RD pad #3 p. 37,63,74,79 RD pad Adv. p. 79 (7131) Reading Comprehension Level 4 - McM pp. 61,68 Magic World, Level 12, McM. pp. 206, 317, 323, 332, 333, 344, 367 (7132) pp. 200, 201, 213, 214, (7133) 229, 367	
Comparison and contrast skills can be practiced through		7130 EDL - Kit, C-2, CC-7, D-7 7133 RHRP - SP. Orange 12, Yellow 12	
7131 Analogy		R-SCIS Relative Post Motion part 1, 2 Material Obj. part 2 Populations part 5	
7132 Fact and fantasy			
7133 Fact and opinion			

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
30 RD pad #3 p. 37,63,74,79 RD pad Adv. p. 79			FS #135, #145 Comparisons	
31) Reading Comprehension Level 4 - McM pp. 61,68				
Magic World, Level 12, McM. pp. 206, 317, 323, 332, 333, 344, 367				
32) pp. 200, 201, 213, 214, 33) 229, 367				
30 EDL - Kit, C-2, CC-7, D-7				
33 RHRP - SP. Orange 12, Yellow 12				
SCIS Relative Post Motion part 1, 2 Material Obj. part 2 Populations part 5				

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7130 COMPARISONS AND CONTRAST			
	1^2 More Fun With Our Friends		(7130) 47-48,76-77 (7131) 47-48
	2^1 Friends Old and New	(7132) 55,78	(7130) 23-24,53-54 (7131) 47
	2^2 More Friends Old and New	(7130) 43 (7132) 54	(7130) 33-34,42-43 (7131) 31
	3^1 Roads to Follow		(7130) 40-41,46
	3^2 More Roads to Follow	(7130) 14-16,[illegible]-23, 50-51,67,69 (7132) 38,70	(7130) 1,7-8,24-25,41, 48-49 (7131) 62-63,76-77
	4 Ventures		(7130) 1,17,32,64,66-67, 72;52 (7131) 75-76

SKILL/CONCEPT	TEXT Scott - Foresman(Open Highways)	WORKBOOK	MASTERS
7130 COMPARISONS AND CONTRASTS			
	4 Book 4	(7130) 26,62,84,86 (7131) 8	
	5 Book 5	(7130) 29,80 (7131) 31,81	

SKILL/CONCEPT	TEXT Scott Foresman (Systems)	WORKBOOK	MASTERS
7130 COMPARISONS AND CONTRASTS			
	2^2B Level 7	(7130) 9	(7130) 8
	2^2E Level 8	(7131) 17,22-23, 28-29,34-35	(7131) 17,22-23,28-29,33-34
	3^2B Level 11	(7131) 18-19,34-35, 46-47	(7131) 14-15,28-29,38-39
	3^2E Level 12	(7131)20,44,46	(7131) 19,36,38

SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic)	WORKBOOK	MASTERS	Skill Lesson Nos.
7130 COMPARISONS AND CONTRASTS				
	2^2 Rewards		(7130)40,70	
	3^1 Panorama		(7130) 7,28,43,58,72,81, 88,95	
	4 Kaleidoscope	(7133) 99,100,109	(7130) 41 (7133) 54	

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
7130 COMPARISONS AND CONTRASTS			
	3^1 Book G		(7133) 10;36

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7130 COMPARISONS AND CONTRASTS			
	3^2 More Than Words	(7132) 15,113	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
7130 COMPARISONS AND CONTRAST			
	P Young America - Level 5	(7130) 9,13,17,23,28,35,40, 51,61,66,77,83,86	
	1^2 Young America - Level 6	(7130) 24,33,35,43,48,52,62, 63,65,84,85,92	
	2^1 Young America - Level 7	(7130) 2,21,38,39,49,52,59, 67,91	
	2^2 Young America - Level 8	(7130) 9,14,19,22,23,24,29, 43,45,46,49,50,53,61, 65,67,69,70,73,75,76, 77,78,81,82,84,86,87, 88,91,92	
	3^1 Young America - Level 9	(7130) 6,27,43,69,93	
	3^2 Young America - Level 10	(7130) 7,17,39,44,45,57,65,75	
	4 Young America - Level 11	(7130) 6,11,26,32,40,44,47,58, 74,86,92	
	5 Young America - Level 12	(7130) 21,31,56,61,62,63,71, 88,89,95	

SKILL/CONCEPT	TEXT Reader's Digest Practice Pads	WORKBOOK	MASTERS
7130 COMPARING AND CONTRASTING			
	3 Reading Skills Practice Pad 3	(7130) 37,63,74,79 (7132) 43,70	
	4 Reading Skills Advanced Practice Pad	(7130) 14,15,16,21.27,66, 67,69,79,80 (7131) 14,21,27 (7132) 87	

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Continental Press		
7130 COMPARISONS AND CONTRASTS			
	2-2 Reading Thinking Skills	(7131) 19,20	
	3-1 Reading Thinking Skills	(7131) 12,13	
	3-2 Reading Thinking Skills	(7131) 6,7	
	4-1 Reading Thinking Skills	(7131) 5,6,7	
	4-2 Reading Thinking Skills	(7131) 5,6,7,11	

MATERIALS

KINESTHETIC
MANIPULABLES GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. Picture file - scenery, events, etc.

2. Actual objects - orange vs. grapefruit, maps, etc.

3. Compare and contrast: events, pictures or sentences comparing present and past technological changes.

4. Life Styles. Ex: Circus vs. farming. Circus clown vs. magician. Movie vs. play.

5. Compare and contrast reading selections.
   Ex: Fables vs. fairy tales
   Fiction vs. non-fiction
   Myth or facts

6. Experiences of others. Ex: Martin Luther King vs. Abraham Lincoln. Similarities and unsimilarities in their lives.

7. Given an account of events (ex.) earthquake, hurricane,fire, etc., the student could identify those sentences which show a change in the lives of the people involve by a C (change), NC (no change).

8. In a sentence, use color or lines to desig fact or opinion attractive red dress

9. Matching. "What the Author Said" to "What t Author Meant"

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
ure file - scenery, events, etc.	1. Compare and contrast story characters in a unit.	SAT F.V. Comp.
al objects - orange vs. grapefruit, , etc.		
are and contrast: events, pictures entences comparing present and past nological changes.	2. Child sells a product--commercialism--class is to decide between fact and opinion based upon the child's delivery.	7130 5-7, 5-8 7131 1-12, 1-15, 2-10, 3-9, 5-8
Styles. Ex: Circus vs. farming. us clown vs. magician. Movie vs. play.	3. A list of fads and opinions. Student decides whether a statement is fact and could be checked upon.	S.F. (4) S.F.S. (11, 12)
are and contrast reading selections. Fables vs. fairy tales Fiction vs. non-fiction Myth or facts		
riences of others. Ex: Martin Luther vs. Abraham Lincoln. Similarities unsimilarities in their lives.	4. Given a topic (i.e.) frontier life, outer space, etc. student can write about that topic in two ways--1st totally fantasy; 2nd totally factual.	O.H. (4)
n an account of events (ex.) earth-e, hurricane, fire, etc., the student d identify those sentences which show ange in the lives of the people involved C (change), NC (no change).		
sentence, use color or lines to designate or opinion, attractive red dress		
hing. "What the Author Said" to "What the or Meant"		

714 Comprehension - Interpretive Reading - Relationships

7140 - 7149 Utilizing Cause and Effect

BEHAVIORAL OBJECTIVES			MATERI
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7141 Given a(an) (pictorial (oral (written selection, the student will be able to identify the cause and effect relationship by giving a(n) (oral (written response	RD pad #3 p. 32 RD pad Adv. p. 87	EDL - Kit DD-7, D-4 RHRP-SP orange 8 red 8 yellow 8 blue 8 R-SCIS Organisms part 6 R-SCIS Interaction and System part 3, 4 Subsystems and Variables part 1, 2 Relative Pos. and Motion part 3 Populations part 2 Environments part 1, 4 (EAT) Rec-Talking Page Pre-reading 12:1, 2	ITTI

hips

MATERIALS			
PRINT		NON-PRINT	
	AUDIO	VISUAL	
KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
EDL - Kit DD-7, D-4	ITTI part 2 #18	Tr. VMI Critical Thinking Level 3-5 #7	
RHRP-SP orange 8 red 8 yellow 8 blue 8			
R-SCIS Organisms part 6			
R-SCIS Interaction and System part 3, 4 Subsystems and Variables part 1, 2 Relative Pos. and Motion part 3 Populations part 2 Environments part 1, 4			
(EAT) Rec-Talking Page Pre-reading 12:1, 2			

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7140 RELATIONSHIPS			
	1^2 More Fun With Our Friends		(7141) 1,14,37,57-58,62-63
	2^1 Friends Old and New	(7141) 8,9,14,16,28, 38,39,47	(7141) 17,37,49,60,70,79
	2^2 More Friends Old and New	(7141) 4,10,48,66,74	(7141) 4,7,9,27,31,37-38,47,57,79
	3^1 Roads to Follow	(7141) 22,25,27,30	(7141) 15,19,28,32,37,43,51,55, 57-58,63,77
	3^2 More Roads to Follow	(7141) 5-6	(7141) 11,29-30,37-38,43-44,52,56
	4 Ventures		(7141) 8-9,29-30,48-49,53,66-67, 85,88,90,97

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Open Highways)		
7140 RELATIONSHIPS			
	2^1 More Power	(7141) 9	
	4 Book 4		(7141) 46,68
	5 Book 5		(7141) 10,47,65,70

SKILL/CONCEPT	TEXT Scott - Foresman (Systems)	WORKBOOK	MASTERS
7140 RELATIONSHIPS			
1^2E Level 4		(7141) 42,52,63	(7141) 39,48,58
2^1B Level 5		(7141) 15,18,29,38	(7141) 14,17,26,37
2^1E Level 6		(7140) 8 (7141) 22-23,34	(7140) 6 (7141) 22-23,34
2^2B Level 7		(7141) 8	(7141) 7
2^2E Level 8		(7141) 18-19,20-21, 24-25,42-43	(7141) 18-19,20-21,24-25,41
3^1B Level 9		(7140) 13 (7141) 7,32,42-43	(7140) 14 (7141) 8,32,42-43
3^1E Level 10		(7141) 37	(7141) 36
3^2B Level 11		(7141) 7,12-13,36-37, 45	(7141) 4,9-10,30,37
3^2E Level 12		(7141) 10-11,18-19, 34-35	(7141) 11,18,29

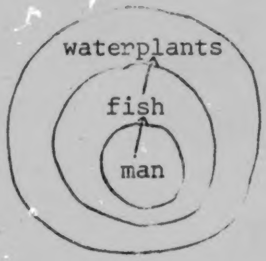
SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic)	WORKBOOK	MASTERS
7140 RELATIONSHIPS			
	1^2 Signposts		(7140) 51

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7140 RELATIONSHIPS			
	2^1 Enchanted Gates	(7140) 23,35,46,52,58,62, 69,81,85,93,114, 121,124,131,138	
	2^2 Shining Bridges	(7141) 7,17,37,56,78,86,118	
	3^1 Better Than Gold	(7140) 33,51,72,84,98	
	3^2 More Than Words	(7140) 21,40,62,80,99,123,138	

SKILL/CONCEPT	TEXT Reader's Digest Practice Pad	WORKBOOK	MASTERS
7140 RELATIONSHIPS			
	3 Reading Skills Practice Pad 3	(7141) 32	
	4+ Reading Skills Advanced Practice Pad	(7141) 32,46,94,95,96	

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7140 RELATIONSHIPS			
	2-1 Reading Thinking Skills		(7140) 10,11
	4-1 Reading Thinking Skills		(7141) 20,21,22,23,24
	4-2 Reading Thinking Skills		(7141) 20,21,22,23,24

MATERIALS		
KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Pictures illustrating cause and effect relationship. Ex: Broken window and baseball, children playing ball. 2. Discussion groups 3. Mix up several of these situations: children match cause to effect or effect to cause. Use pictures or sentences. 4. Use sentences, paragraphs and stories with cause and effect situations stated--questions ask why? 5. Same as above but have either cause or effect not stated. Child must use details to form an opinion as to cause or effect. 6. Make Venn diagrams of Food Web Chain.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
tures illustrating cause and effect ationship. Ex: Broken window and eball, children playing ball.	1. "Pantomime" Child is given cause situation; others must guess pantomimed effect. Vice versa.	FV Comp 7141 2-14, 3-13 5-11, 6-12
cussion groups		
up several of these situations: ldren match cause to effect or ect to cause. Use pictures or tences.	2. Children determine Food Web Chain. Ex. 	S.F. P.P, 1.1, 1.2, 2.1, 3.2, 4
sentences, paragraphs and ries with cause and effect uations stated--questions ask		S.F.S. 4, 5, 6, 7, 8, 9, 10, 11, 12
as above but have either cause ffect not stated. Child must use ils to form an opinion as to e or effect.		
Venn diagrams of Food Web Chain.		O.H. (4)

7100 Comprehension - Interpretive Reading - Relationships

7140 - 7149 Utilizing Signal Words

	BEHAVIORAL OBJECTIVES			MATER
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7142	Given a(an) (oral (written statement containing signal word(s), the student identifies factual or inferential relationships by giving a(an) (written (oral response	RD pad #2 p. 59, 63 RD pad Adv p. 53, 54, 55, 57. 91	B.L. Understanding Word Groups A,B,C R-SCIS Organisms part 4	

Signal Words: as, since, when, if, etc.

hips

MATERIALS			
PRINT		NON-PRINT	
KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
B.L. Understanding Word Groups A,B,C			
R-SCIS Organisms part 4			

MATERIALS

KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. "Who and Where" worksheets 1. List of animals 2. List of places Who - Polar Bear Where - North Pole (or Arctic)
		2. Use a sentence or paragraph wi a cause and effect relationshi Use signal words to develop wh where, etc. Ex.: When did sh the puppy? before school ☐ after school ☐ during recess ☐

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. "Who and Where" worksheets 1. List of animals 2. List of places Who - Polar Bear Where - North Pole (or Arctic)	1. "Charades" On cards write paragraphs describing a place using facts only. Child selects card and pantomimes the place. I.e.,"Children were playing in the snow. Some boys and girls could be seen ice skating and skiing."	S.F. S.F.S. (4, 8, 12) O.H.
2. Use a sentence or paragraph with a cause and effect relationship. Use signal words to develop when, where, etc. Ex.: When did she see the puppy? before school ☐ after school ☐ during recess ☐	2. Give several stories stating periods in life or history. Use a timeline to identify the relationships. 1500 2000 B.C. | A.D. 500 100	

7100 Comprehension - Interpretive

7150 - 7159 Drawing Conclusions

	BEHAVIORAL OBJECTIVES	PRINT		MATERI
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7150	Given a(an) (oral (pictorial (written stimulus, the student will draw a logical conclusion with a(an (oral (written response.	Magic World Level 12 McM p. 200, 201, 266, 293, 310, 311, 314 RD pad #3 p. 20, 38, 43, 59, 60, 63 (EAT) Me. Diag. Read. W.B. Level 3 exp. 25, 41, 43, 45; Level 4 exp. 7, 23, 29, 37 (EAT) D-Dev. Comp. in Reading Books 1, 2, 3A, 3B, 4, 5 (EAT) Talking Page Comp. (also 7152) Me. New Reading Skilltext Series: Nicky part A; Uncle Funny Bunny part D; Uncle Ben part D (EAT) New - Phonics with Write and See exp. 37, 49, 61, 73; Making Sounds Work exp. 30, 18, 6, 70	B.L. Drawing Conclusions (A-F) RHRP-SP Yellow - #8 Blue #8 7051 R-SCIS Material Obj. part 2; Organisms part 2 R-SCIS Subsystems and Variables part 5; Relative Pos. and Motion part 5 7151 Populations part 3, 4	
	Drawing conclusions skills will be developed:			
7151	from fact			
7152	from opinion			

MATERIALS				
PRINT			NON-PRINT	
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	B.L. Drawing Conclusions (A-F)		F/s #352 Interpreting	
	RHRP-SP Yellow - #8 Blue #8			
	7051 R-SCIS Material Obj. part 2; Organisms part 2			
,	R-SCIS Subsystems and Variables part 5; Relative Pos. and Motion part 5			
p.	7151 Populations part 3, 4			
ext				
D;				
th 49, Work				

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7150 DRAWING CONCLUSIONS			
	1^2 More Fun With Our Friends		(7150) 12
	2^1 Friends Old and New	(7150) 5,52	(7150) 28,74
	2^2 More Friends Old and New	(7150) 16,41	(7150) 1
	3^1 Roads to Follow	(7150) 36-37	(7150) 76
	3^2 More Roads to Follow	(7150) 49,61,62-63,72	(7150) 16,40
	4 Ventures		(7150) 84,95

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Open Highways)		
7150 DRAWING CONCLUSIONS			
	2^1 More Power	(7150) 16-17,64-65	
	3^1 Splendid Journey	(7150) 59	
	4 Ventures		(7150) 74
	5 Vistas		(7150) 24

SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic)	WORKBOOK	MASTERS
7150 DRAWING CONCLUSIONS			
	1^2 Signposts		(7150) 81,87
	2^1 Secrets		(7150) 6,35,61,69,81
	2^2 Rewards		(7150) 8,73
	3^1 Panorama	(7150) 8,12,18,32,33,38, 48,55,74,97,98	(7150) 6,26,44,87
	4 Kaleidoscope	(7150) 94,95,105	

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7150 DRAWING CONCLUSIONS			
	2^1 Enchanted Gates	(7150) 19,38,50,58,65,75, 81,96,109,121,128,135	
	2^2 Shining Bridges	(7150) 9,13,26,30,39,46,50, 66,80,93,95,111,120, 130,134,142	
	3^1 Better Than Gold	(7150) 43,80,104	

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Lyons & Carnahan (Basic)		
7150 DRAWING CONCLUSIONS			
	P Young America - Level 5	(7150) 28,66,92	
	1^2 Young America - Level 6	(7150) 6,20,62,65,71	
	2^1 Young America - Level 7	(7150) 23,25,26,47,66,70, 76,92	
	2^2 Young America - Level 8	(7150) 38,56,58,66,77,90	
	3^1 Young America - Level 9	(7150) 6,7,8,19,29,34,51, 61,65,78,83,93	
	3^2 Young America - Level 10	(7150) 5,17,51,57,66,67, 78,93,95	
	4 Young America - Level 11	(7150) 2,3,8,56,74	
	5 Young America - Level 12	(7150) 4,16,18,34,35,37, 46,48,56,61,72,94 (7152) 44	

SKILL/CONCEPT	TEXT Reader's Digest Practice Pad	WORKBOOK	MASTERS
7150 DRAWING CONCLUSIONS			
	3 Reading Skill Practice Pad 3	(7150) 20,38,43,59,60,63 68,70,74,78,80	
	4+ Reading Skill Advanced Practice Pad	(7150) 85,87,90,92,96	

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7150 DRAWING CONCLUSIONS			
	2-2 Reading Thinking Skills		(7151) 11,12

MATERIALS		
KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Picture file. Ex: Scissors is like a: lever or wheel and axle 2. Sentence or paragraph stating enough facts so a logical conclusion can be drawn. Ex: Given information on hibernation. Situation: a frog in a frozen pond at winter time. Question: Is the frog dead?

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Picture file. Ex: Scissors is like a: lever or wheel and axle	1. Picture from magazine. Child starts story based upon picture facts--passes story and picture to another child who writes a conclusion based upon given information.	SAT F.V. Comp (7150) 1-16 3-10 3-12
2. Sentence or paragraph stating enough facts so a logical conclusion can be drawn. Ex: Given information on hibernation. Situation: a frog in a frozen pond at winter time. Question: Is the frog dead?	2. Newspaper. Using a controversial or interesting article, child seeks answer to the 5 W's--Who, What, When, Where, Why or How?	S.F. (2.2, 4)
	3. Stories with beginning and/or ending paragraphs child will: 1) match them to each other, 2) conclude as to the middle paragraph, or 3) state the beginning or ending situation.	

7100 Comprehension - Interpretive - Inference

7160 - 7169 Implied Ideas

	BEHAVIORAL OBJECTIVES			MATER
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7161	Given a(an) (oral (pictorial (written presentation with some assumptions and/or partial clues, the student will detect the inferences made by giving a(an) (oral (written (performed response.	RD pad #3 p. 32, 38, 43, 59, 60 D-Devel. Comp. in Reading Books 1, 2, 3A, 3B, 4, 5	RHRP-SP orange - 11 yellow - 11 red - 11 EAT Web - NPR Levels B, C All lessons #2 D, E All lessons #1 EAT Web: Reading for Concepts; A, B All lessons #4 (EAT) McCor - Atomic Subs p. 65, 71, 72, 92 Space Ship p. 24, 25, 27, 49, 65	(EAT) Comp.
Note:	In teaching inference it is essential that any acceptable conclusion be permitted and that children learn to search for and recognize clues.			

	MATERIALS		
PRINT	AUDIO	NON-PRINT VISUAL	
KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
RHRP-SP orange - 11 yellow - 11 red - 11	(EAT) Talking Page Comp.	Tr. VMI Critical Thinking Level 3-5 #9, 10	
EAT Web - NPR Levels B, C All lessons #2 D, E All lessons #1			
EAT Web: Reading for Concepts; A, B All lessons #4			
(EAT) McCor - Atomic Subs p. 65, 71, 72, 92 Space Ship p. 24, 25, 27, 49, 65			

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7160 INFERENCE			
	1^2 More Fun With Our Friends		(7160) 37;76-77 (7161) 62-63
	2^1 Friends Old and New	(7160) 4,25	(7160) 17 (7161) 15,19
		(7163) 35,52,64,70,79	(7163) 37,79
	2^2 More Friends Old and New	(7160) 12,22,41	(7160) 4,7;62-63,65 (7161) 11,27,79
		(7163) 4,48,66	(7163) 4,37-38,77
	3^1 Roads To Follow	(7160) 6	(7160) 57-58;15,43,55,63 (7161) 10
		(7163) 3,20	(7163) 15,28,32,43,51,63,77;25-26
	3^2 More Roads to Follow	(7160) 2-3,11,13,19, 27-28,29,33-34, 35-36,40-41,46-47,64-65	(7160) 29-30,34,37-38,40,47,56; 11,72-73,76-77
		(7163) 4,7,61	(7163) 21,56;13,34,72-73,76-77
	4 Ventures		(7160) 12,63,64,83,88,90;4-5 (7161) 8-9 (7163) 4-5,8-9,17,48-49,93;1,10,83, 88,90;55,60,61,71,74,97

SKILL/CONCEPT	TEXT Scott - Foresman (Open Highways)	WORKBOOK	MASTERS
7160 INFERENCE			
	3^1 Splendid Journey	(7160) 9,14-15,58-59	
	4 Book 4		(7160) 49,69,74,80,97 (7163) 47
	5 Book 5		(7163) 43

SKILL/CONCEPT	TEXT Scott - Foresman (Systems)	WORKBOOK	MASTERS
7160 INFERENCE			
	1^2E Level 4	(7161) 64	(7161) 59
	2^1B Level 5	(7161) 18,29	(7161) 17,26
	2^1E Level 6	(7161) 15	(7161) 15

SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic)	WORKBOOK	MASTERS
7160 INFERENCE			
	2^1 Secrets		(7161) 17
	4 Kaleidoscope		(7163) 48,53

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
7160 INFERENCE			
	2^1 Book E		(7160) 3,14
	3^1 Book G		(7163) 16,18,20
	3^2 Book H		(7163) 7

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7160 INFERENCE			
	3^1 Better Than Gold	(7163) 15,110,136	
	3^2 More Than Words	(7163) 24,54,83	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
7160 INFERENCE			
	P Young America - Level 5	(7160) 28,66 (7163) 59	
	1^2 Young America - Level 6	(7160) 39 (7163) 10,39	
	2^1 Young America - Level 7	(7160) 47,66,70,76,92 (7163) 13	
	2^2 Young America - Level 8	(7160) 38,66 (7163) 58,90	
	3^1 Young America - Level 9	(7160) 6,8,19,29,34,61,78,83 (7163) 89	
	3^2 Young America - Level 10	(7160) 51,67,78,95	
	4 Young America - Level 11	(7160) 3	
	5 Young America - Level 12	(7160) 46 (7163) 72	

SKILL/CONCEPT	TEXT Reader's Digest Practice Pad	WORKBOOK	MASTERS
7160 INFERENCE			
	3 Reading Skill Practice Pad 3	(7160) 74	
	4+ Reading Skill Advanced Practice Pad	(7160) 85,87,90,92,96	

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7160 INFERENCE			
	2-1 Reading-Thinking Skills		(7160) 3,4,5,6,7
	2-2 Reading-Thinking Skills		(7160) 6,7,8 (7163) 23
	3-1 Reading Thinking Skills		(7160) 21,22,23,24 (7163) 8
	3-2 Reading-Thinking Skills		(7160) 21,22,23,24 (7163) 9,10
	4-2 Reading Thinking Skills		(7163) 8,9

MATERIALS KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
Paper dolls can be dressed by children based on certain weather conditions. Ex. directions state: 1) dress doll for Hawaii 2) dress doll to go skiing 3) dress doll to visit grandmother		1. Present pictures and ask inferential quest Ex: picture a child carrying an umbrella. Question: What weather changes does the c anticipate? 2. Present orally socially accepted inference Give several acceptable alternatives. Ex: someone who winks at you probably: a) likes you; b) agrees with what you said c) is disgusted with you. Help children understand that several inferences can be made based on experience, background, etc. 3. Drawing toys to reflect specific condition Ex: directions say what might happen if: 1) the truck's tire hits a nail; 2) the house was hit by hurrican Agnes. 4. Teacher-constructed .... Tell what probab is inferred when youngsters: a) interpret specific pictures. Ex: 1) sunburned chil 2) child with umbrella. b) interprets sho statements on 3 x 5 cards. All reasonable explanations accepted! Teams can be set u to give multiple interpretations. 5. Detective Game. Given: Solution or obje Children state or write clues which repres implied ideas.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
ent pictures and ask inferential questions. picture a child carrying an umbrella. tion: What weather changes does the child cipate?	1. List assumptions or inferences in daily actions. Ex: when a child slams a door, he is ____; rubs his eyes, he is ____.	SAT F.V. Comp. (7161) 1-17 5-12
ent orally socially accepted inferences. several acceptable alternatives. Ex: one who winks at you probably: ikes you; b) agrees with what you said; s disgusted with you. Help children rstand that several inferences can be based on experience, background, etc.		S.F. (P.P, P.P, 1.2, 2.1, 2.2)
ing toys to reflect specific conditions. directions say what might happen if: he truck's tire hits a nail; 2) the e was hit by hurrican Agnes.		S.F.S. (6, 10, 12) O.H. (2, 3.1, 3.2)
her-constructed .... Tell what probably nferred when youngsters: a) interpret ific pictures. Ex: 1) sunburned child; hild with umbrella. b) interprets short ments on 3 x 5 cards. All reasonable nations accepted! Teams can be set up ve multiple interpretations.		
ctive Game. Given: Solution or object. ren state or write clues which represent ed ideas.		

7100 Comprehension - Interpretive - Inference

7160 - 7169 Exaggeration

	BEHAVIORAL OBJECTIVES			MATERI
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7162	Given a(an) (oral (pictorial (written stimulus, the student senses and interprets the exaggeration by giving a(an) (oral (written (performed response		Pictures in "Highlights" contain exaggerations	

MATERIALS				
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
ctures in "Highlights" ntain exaggerations				

MATERIALS			
MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
			1. Expose children to and discuss why certain statements could be interpreted as exaggeration
			2. Use comics and caricatures to illustrate, later have childre illustrate written statements.
			3. Develop sentences, paragraphs or stories containing exaggera tions. Child recognizes and interprets the exaggeration.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Expose children to and discuss why certain statements could be interpreted as exaggerations.	1. Picture containing real life situations and exaggerations. Child identifies exaggerated parts with circles, coloring, etc.	F.V. Comp (7162) 3-14 4-11 5-13
2. Use comics and caricatures to illustrate, later have children illustrate written statements.		
3. Develop sentences, paragraphs or stories containing exaggerations. Child recognizes and interprets the exaggeration.		

7100 Comprehension - Interpretive - Inference

7160 - 7169 Sensing Emotional Reactions

	BEHAVIORAL OBJECTIVES	MATERI		
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7163	Given a(an) (oral (pictorial (written situation, the student will identify the emotional reactions by giving a(an) (oral (written response Emotional reaction: a) of characters in selection b) of reader	Me. New Read. Skilltext Series: Uncle Funny Bunny p. 3, 7,11, 13, 17, 21, 23, 25, 27, 31, 39, 43, 49, 51, 57, 59, 61, 63, 67, 79, 81 (part D); Uncle Ben p. 3, 5, 15, 17, 19, 23, 29, 35, 43, 49, 67, 71, 81 (part D)	DUSO RD #1 exp. p. 56 RD pad #2 p. 57, 58 RD pad #3 p. 74 R-SCIS Relative Pos. and Motion part 3	
Note:	Give children the chance to express feelings freely--many may not be able to sense emotions because of some fear to react emotionally.			

MATERIALS				
			NON-PRINT	
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
xt unny	DUSO		7163 Tr. VMI Comp. Skills #7	
1, 23, 9, 51,	RD #1 exp. p. 56		Tr. VMI List and Inter #5, 9	
9, 81 . 3, 5,	RD pad #2 p. 57, 58		Tr. VMI Creative Writing #9, 10	
5, 43,	RD pad #3 p. 74		Tr. VMI List and Mem #	
D)			Tr. VMI Critical Read Level 3-5 #4	
	R-SCIS Relative Pos. and Motion part 3			

MATERIALS

MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	Inst. - Understanding Our Feelings		1. Short "mood" movies would be most helpful. Check health curriculum. 2. Use role-playing technique, fish bowl technique.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Short "mood" movies would be most helpful. Check health curriculum. 2. Use role-playing technique, fish bowl technique.	1. Short reading selection of an emotional situation. Child states his reaction. I.e., you are caught in an elevator.	SAT F.V. Comp. (7163) 2-8, 2-12, 3-8, 3-11 4-6, 4-9 5-9, 6-8 6-10
	2. Short reading selection--child identifies the character's feelings.	
	3. Dramatize given situation.	S.F. (P.P, P.P 1.2, 2.1)
	4. Set of pictures of faces (from magazines). Child tries to infer personality from facial appearance. Child may also write a revealing conversation for each person.	S.F.S. (6, 10) 12
	5. "Charades." Emotions on cards. 2 teams act out and guess.	
	6. Give descriptive phrases which child responds with corresponding emotion, i.e., "exuberant teacher" is happy, elated, etc.	

7100 Comprehension - Interpretive - Problem Solving

7170 - 7179 Identifying the Problem* and Reporting Observations and Hypothesiz

BEHAVIORAL OBJECTIVES		MATER		
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7171	Given a(an) (oral (written (pictorial (performed description of a situation, project(s), the student will state the problem, report his observations, or state a hypothesis by giving a(an) (oral (written response.		R-SCIS Organisms part 4, 6 R-SCIS Interaction and Systems part 5, 6, 7 Subsystems and Variables part 1, 2, 3, 4, 5; Relative Pos. and Motion part 3, 5; Populations part 3; Environments part 1, 2, 5	ITTI

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* A problem can be a question, thought experiment, etc.

Reporting Observations and Hypothesizing

MATERIALS			
PRINT	NON-PRINT		
KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
R-SCIS Organisms part 4, 6	ITTI part 2 #13	7170 FS #599	
R-SCIS Interaction and Systems part 5, 6, 7		7170 Tr. VMI Critical Thinking Level 3-5 #5	
Subsystems and Variables part 1, 2, 3, 4, 5; Relative Pos. and Motion part 3, 5; Populations part 3; Environments part 1, 2, 5		7171 Tr. VMI Comp Skills #3, #7	
		7171 F/s #29 Analyzing #47 Assumption #527 Observing	

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7170 PROBLEM SOLVING			
	1^2 More Fun With Our Friends		(7171) 50 (7172) 7,16
	2^1 Friends Old and New		(7171) 32 (7172) 3,26,60,65
	2^2 More Friends Old and New	(7173) 3	(7171) 21 (7172) 14,37-38,47
	3^1 Roads To Follow		(7171) 7,60,71,74-75,77 (7172) 7,19,71
	3^2 More Roads to Follow	(7173) 58-59	(7171) 16,52 (7172) 16
	4 Ventures		(7170) 43,55,85,89 (7171) 48-49,55,97 (7172) 63 (7174) 48-49,55,97

SKILL/CONCEPT	TEXT Scott - Foresman (Open Highways)	WORKBOOK	MASTERS
7170 PROBLEM SOLVING			
5	Book 5		(7172) 43,56

SKILL/CONCEPT	TEXT Scott - Foresman (Systems)	WORKBOOK	MASTERS
7170 PROBLEM SOLVING			
	1^2E Level 4	(7170) 15,29,43,60	(7170) 13,26,40,55
	2^1B Level 5	(7170) 13,20,33	(7170) 12,19,32
	2^1E Level 6	(7170) 42	(7170) 42
	2^2B Level 7	(7170) 32	(7170) 32
	3^2E Level 12	(7170) 21	(7170) 20

SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic)	WORKBOOK	MASTERS
7170 PROBLEM SOLVING			
2^2 Rewards			(7171) 49
3^1 Panorama			(7173) 6,44,87
4 Kaleidoscope			(7173) 53

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7170 PROBLEM SOLVING			
	2^2 Shining Bridges	(7173) 12,28,36,43,49 71,97,119,141	
	3^1 Better Than Gold	(7173) 7,38,68,91,99,120,130	

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Lyons & Carnahan (Basic)		
7170 PROBLEM SOLVING			
	5 Young America - Level 12	(7174) 20,42	

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7170 PROBLEM SOLVING			
	2-1 Reading Thinking Skills	(7173) 14,15	
	2-2 Reading Thinking Skills	(7173) 11,12	
	3-1 Reading Thinking Skills	(7172) 9,10,11	
	3-2 Reading Thinking Skills	(7173) 18,19,20	
	4-1 Reading Thinking Skills	(7174) 18,19,20	
	4-2 Reading Thinking Skills	(7170) 19 △	

MATERIALS		
KINESTHETIC		SUGGESTED TEACHING AND LEARNING ACTIVITIES
MANIPULABLES	GAMES/CARDS	
		1. Help students formulate questi they would like answered in th reading.
		2. Help students identify conflic that may be in a story or in content area material - small group project - inquiry method
		3. Help children formulate questi they seek to have answered by experiments.
		4. Students should record careful all observed data and events.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Help students formulate questions they would like answered in their reading.		SAT F.V. (3-9) (4-9)
2. Help students identify conflicts that may be in a story or in content area material - small group project - inquiry method		S.F. (1.1, 1.2, 2.1, 2.2, 3.2, 4)
3. Help children formulate questions they seek to have answered by experiments.		S.F.S. (4, 5, 6, 7, 12)
4. Students should record carefully all observed data and events.		

7100 Comprehension - Interpretive - Problem Solving

7170 - 7179 Anticipating Action

BEHAVIORAL OBJECTIVES			MATER
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7172 Given a(an) (oral (written (pictorial presentation, the student will anticipate further action of characters involved (or steps that will be involved in solving the problem) by giving a(an) (oral (written response. Student might be asked to list steps that would validate a hypothesis		R-SCIS Interaction and System part 2	

		MATERIALS		
PRINT			NON-PRINT	
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	R-SCIS Interaction and System part 2			

MATERIALS		
KINESTHETIC		
MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
Picture story cards--line story cards up in anticipated sequence of events, discarding those pictures that do not fit as a reaction.		1. Help children verbalize various reactions that could be anticipated in a given situation. Help them determine the most likely reaction and why. 2. Small group discussion. 3. Role playing.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Help children verbalize various reactions that could be anticipated in a given situation. Help them determine the most likely reaction and why. 2. Small group discussion. 3. Role playing.		SAT F.V. (3-9) (4-9) S.F. (1.1, 1.2, 2.1 2.2, 3.2, 4) S.F.S. (4, 5, 6, 7, 12)

7100 Comprehension - Interpretive - Problem Solving

7170 - 7179 Predicting Outcome

BEHAVIORAL OBJECTIVES	MATERI		
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7173 Given a(an) (pictorial (oral (written selection, the student will be able to predict the outcome given a(an) (oral (written response. Child can be asked to predict outcome based on: 1) title only 2) portion of paragraph or story 3) portion of book 4) partial experimental data		RHRP-SP orange - 7 red - 7 yellow - 7 blue - 7 7170 R-SCIS Mat. Obj, part 3 7171-74 R-SCIS Life Cycles p Subsystem and Variab 7173 Relative Pos. and Mo 7173 Populations part 1 7170-7173 Environments part 3	

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
RHRP-SP orange - 7 red - 7 yellow - 7 blue - 7			Tr. VMI Critical Thinking Level 3-5 #11, 12	
7170 R-SCIS Mat. Obj, part 3				
7171-74 R-SCIS Life Cycles part 3; Subsystem and Variables part 5				
7173 Relative Pos. and Motion part 5				
7173 Populations part 1				
7170-7173 Environments part 3				

MATERIALS

KINESTHETIC
MANIPULABLES GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. Pictures of eggs and beater, tree and decorations, 2 hands and numbers. Children pick picture or state the outcome when the two items are put together.

2. What's with the Object? Ex: What Will Bounce? a) peanut butter, b) an egg, c) ball, d) ballo

   "It's Your Bet" Child will predict what his partner will say. Ex: If his favorite uncle comes to visit and he also has a chance to go to the circus. He will: a) stay home to be with his uncle, b) go to the circus, c) other explain--accept reasonable response!

3. Story cards. Children write acceptable outco

4. Divide children into teams--one team having read entire selection, other having partial information. Activity: team that read select gives clues so other team predicts outcomes.

5. Student activities lend themselves to learnin station approach.

6. Predict outcome in content area fields--will help children to "think ahead."

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
s of eggs and beater, tree and deco- , 2 hands and numbers. Children pick or state the outcome when the two re put together.	1. Given a set of pictures with the last picture in the sequence missing, the student will draw the outcome.	SAT S.F. (1.1, 1.2, 2.1, 2.2, 3.2, 4)
with the Object? Ex: What Will Bounce? ut butter, b) an egg, c) ball, d) balloon	2. Student will predict the outcome of a story based on a partial selection given.	S.F.S. (4, 5, 6, 7, 12)
our Bet" Child will predict what his will say. Ex: If his favorite uncle o visit and he also has a chance to go circus. He will: a) stay home to be s uncle, b) go to the circus, c) other, --accept reasonable response!	3. Student will speculate about story outcome based on title only.Allow student to read rest of story to test if his speculation was valid.	
ards. Children write acceptable outcome.	4. Allow students to predict outcome of a science experiment based on directions and previously learned scientific facts. Older students may be taught to make hypothesis	
children into teams--one team having tire selection, other having partial tion. Activity: team that read selection lues so other team predicts outcomes.		
activities lend themselves to learning approach.	5. Students will practice this in estimating arithmetic answers.	
outcome in content area fields--will ildren to "think ahead."		

7100 Comprehension - Interpretive - Problem Solving

7170 - 7179 Finding Solution

	BEHAVIORAL OBJECTIVES	PRINT		MATERIA
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/R
7174	Given a(an) (oral (written (pictorial situation or description of a problem, experiment, or research project, the student will find the solution and state it in a(an) (oral (written response.		R-SCIS Organisms part 6 R-SCIS Subsystems and Variables part 3	

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	R-SCIS Organisms part 6 R-SCIS Subsystems and Variables part 3			

MATERIALS			
MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
			1. It is essential to help students find the solutions to stated problems of characters in stories as well as in content areas. Often more than one stated fact is part of the solution. Play Dear Abby with children.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. It is essential to help students find the solutions to stated problems of characters in stories as well as in content areas. Often more than one stated fact is part of the solution. Play Dear Abby with children.	1. Role playing	SAT
	2. Solution bank. Give situations desiring solutions. Child uses bank of solutions to select the most logical solution to a given problem.	F.V. (3-9 4-9) S.F. (1.1, 1.2, 2.1 2.2, 3.2, 4)
	3. Science experiments.	S.F.S. (4, 5, 6, 7, 12)
	4. "Sherlock Holmes" or "You be the Detective" in game situations	

6

7100 Comprehension - Interpretive

7180 - 7189 Making and Recognizing Generalizations

BEHAVIORAL OBJECTIVES			MATERI
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7180 Given a(an) (oral (pictorial (written stimulus, the student will be able to make (a) generalization(s) based on all the presented facts and accumulated knowledge with a(an) (oral (written response. In making a generalization, student will learn to: a) make valid generalizations b) discard invalid generalizations		Me. New Read. Skilltext Series, Uncle Ben p. 21, 29, 33, 57, 75 (part D)	

eralizations

MATERIALS

PRINT		NON-PRINT	
KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
Me. New Read. Skilltext Series, Uncle Ben p. 21, 29, 33, 57, 75 (part D)		Tr. VMI Critical Thinking Level 3-5 #6	

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7180 MAKING AND RECOGNIZING GENERALIZATIONS			
	1^2 More Fun With Our Friends		(7180) 55,60
	2^1 Friends Old and New		(7180) 30;11,43,45
	2^2 More Friends Old and New		(7180) 2;17,51,72
	3^1 Roads To Follow		(7180) 12,22,48,66
	3^2 More Roads to Follow		(7180) 34;4,19,40,43-44, 62-63,67,76-77
	4 Ventures		(7180) 61;14,26,34,36,38,40, 69,72,75-76,78-79,81, 85,89,90,97

SKILL/CONCEPT	TEXT Scott - Foresman (Open Highways)	WORKBOOK	MASTERS
7180 MAKING AND RECOGNIZING GENERALIZATIONS			
	Book 5	(7180) 78	

SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic)	WORKBOOK	MASTERS
7180 MAKING AND RECOGNIZING GENERALIZATIONS			
	2^1 Secrets		(7180) 53

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7180 MAKING AND RECOGNIZING GENERALIZATIONS			
	2-2 Reading - Thinking Skills		(7180) 1,2
	3-1 Reading - Thinking Skills		(7180) 1,2
	3-2 Reading - Thinking Skills		(7180) 1

MATERIALS

MANIPULABLES KINESTHETIC GAMES/CARDS

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. When children make a generalization, help them evaluate if it is valid based on the facts.
2. Help them discover the various kinds of fallacies. See source book below.
3. Give several unrelated factual paragraphs and a list of generalizations. The child can match the generalization to its paragraph.

Excellent Source:

On types of generalizations
often made: McCall-Crabb
Test Lessons
Teachers Colleg
New York

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. When children make a generalization, help them evaluate if it is valid based on the facts.		F.V. S. Sk (7180) 1-6 3-9 4-9
2. Help them discover the various kinds of fallacies. See source book below.		
3. Give several unrelated factual paragraphs and a list of generalizations. The child can match the generalization to its paragraph.		

Excellent Source:

On types of generalizations
often made: McCall-Crabb
Test Lessons
Teachers College
New York

7200 Comprehension - Critical Reading

7210 - 7219 Fact and Fantasy

BEHAVIORAL OBJECTIVES	PRINT		MATER
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7210 Given a(an) (oral (pictorial (written stimulus, the student will classify the material as fact or fantasy in a(an) (oral (written response.		RHRP-SP orange #12 yellow #12 RD #1 ex. p. 4 RD pad #3 p. 43, 70	EPC L

MATERIALS				
		NON-PRINT		
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	RHRP-SP orange #12 yellow #12	EPC Level 5-118	7200 FS #29, 47, 160, 352, 527	
	RD #1 ex. p. 4 RD pad #3 p. 43, 70			

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7200 COMPREHENSION - CRITICAL READING	5 Book 5		(7200) 1,4,12,15,29,30;19, 33,42,47,54,62,63

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7210 FACT AND FANTASY			
	2^1 Friends Old and New	(7210) 55,78	
	2^2 More Friends Old and New	(7210) 54	
	3^2 More Roads to Follow	(7210) 38,70	

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7210 FACT AND FANTASY			
	3^2 More Than Words	(7210) 15,113	

SKILL/CONCEPT	TEXT Reader's Digest Practice Pads	WORKBOOK	MASTERS
7210 FACT AND FANTASY			
	3 Reading Skills Practice Pad 3	(7210) 43,70	
	4+ Reading Skills Advanced Practice Pad	(7210) 87	

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7210 FACT AND FANTASY			
	2 Reading - Thinking Skills		(7210) 8

MATERIALS			
MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
			1. Make worksheets or illustrate cards. Child is to identify humorous or exaggerated portions of illustrations. Ex. 1. Money growing on a tree. 2. Cow jumping over moon.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Make worksheets or illustrate cards. Child is to identify humorous or exaggerated portions of illustrations. Ex. 1. Money growing on a tree. 2. Cow jumping over moon.	1."Picture Absurdities"	SAT
	2. True Facts - Non Facts List 3 of each taken from story in text.	F.V. S.SK (7210) 2-6, 3-8 4-8, 5-9 6-9
	3. "News Articles" (Fact finding)	S.F.S. (8) O.H. (4)

7200 Comprehension - Critical Reading

7220 - 7229 Fact and Opinion

			MATER
BEHAVIORAL OBJECTIVES	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7220 Given a(an) (oral (pictorial (written stimulus, the student will classify the materials as fact, fallacy, or opinion by giving a(n) (oral (written response		EDL Kit D-8 RHRP-SP orange #12 yellow #12	

MATERIALS			NON-PRINT	
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	EDL Kit D-8			
	RHRP-SP orange #12 yellow #12			

SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic)	WORKBOOK	MASTERS
7220 FACT AND OPINION			
	4 Kaleidoscope	(7220) 99,100,109	(7220) 54

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
7220 FACT AND OPINION			
	3^1 Book G		(7220) 10;36

MATERIALS		
MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	"Seeing the World" (teacher-made) from Soc. St. units. Facts given to ticket collector or countries - states - cities. Person boarding for: Ex. Kansas 1. (facts) 1. Chief product 2. Capitol	1. Newspaper clippings based on facts (author's opinion) 2. Number paragraphs, some using words as imagine, thought - fact - 1, 6, 8 opinion - 2, 3, 4 3. Indians--material factual? 4. "Science" - Math Which facts must child know to develop problem or do experiment. 5. For advance students, ask them to bring newspaper clippings on a topic. Then underline all phrases that are opinion. Facts are not underli student can draw conclusion on how many facts were presented on a given topic. This activity lends itself well to a social studies learning center.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Newspaper clippings based on facts (author's opinion)	1. Diorama. Illustrate facts to make movie (culminating activity in content area)	SAT
2. Number paragraphs, some using words as imagine, thought - fact - 1, 6, 8 opinion - 2, 3, 4	2. Bring in travel brochures. Read to group. "Stop me when I read an opinion."	
3. Indians--material factual?		
4. "Science" - Math Which facts must child know to develop problem or do experiment.		
5. For advance students, ask them to bring newspaper clippings on a topic. Then underline all phrases that are strictly opinion. Facts are not underlined. Then student can draw conclusion on how many facts were presented on a given topic. This activity lends itself well to a social studies learning center.		

7200 Comprehension - Critical Reading

7230 - 7239 Characterization

BEHAVIORAL OBJECTIVES	PRINT		MATER
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7230 Given a(an) (oral (pictorial (performed (written stimulus, the student will identify the characteristics of the stimulus in a(an) (oral (written response		RHRP-SP orange - 15 yellow - 15 red - 15 blue - 15	ITTI

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	RHRP-SP orange - 15 yellow - 15 red - 15 blue - 15	ITTI part 2 #7, 8	Tr. VMI Comp. Skills Level 2-3 #6 Creative Writing Level 2-3 #1, 2, 3	

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Basic)		
7230 CHARACTERIZATION			
	1^2 More Fun With Our Friends		(7230) 37;76-77
	2^1 Friends Old and New		(7230) 37.79
	2^2 More Friends Old and New		(7230) 62-63,65;4,7,37-38,77
	3^1 Roads To Follow		(7230) 25-26;15,28,32,43,51, 55,66,77
	3^2 More Roads to Follow		(7230) 13,34,72-73,76-77;11,72-73, 76-77,21,56
	4 Ventures		(7230) 4-5,17,48-49,55,60,61,71, 74,93,97; 1,10,83,88,90

SKILL/CONCEPT	TEXT Scott - Foresman (Systems)	WORKBOOK	MASTERS
7230 CHARACTERIZATION			
	2^1E Level 6	(7230) 21,28-29,41,44	(7230) 21,28-29,41,44
	2^2B Level 7	(7230) 13,34-35,38-39	(7230) 14,34-35,37-38
	2^2E Level 8	(7230) 9	(7230) 7
	3^1B Level 9	(7230) 15	(7230) 16
	3^1E Level 10	(7230) 9	(7230) 7
	3^2B Level 11	(7230) 30-31	(7230) 24-25
	3^2E Level 12	(7230) 6-7,28-29,40-41	(7230) 7-8,25,33

SKILL/CONCEPT	TEXT Lyons and Carnahan (Basic)	WORKBOOK	MASTERS
7230 CHARACTERIZATION			
	1^2 Level 6	(7230) 10	

MATERIALS

KINESTHETIC
MANIPULABLES GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. List of characters from story plus list of characteristics. Have children match them.

2. List of familiar story character on board. Group supplies characteristics of each for discussion

3. Present several pictures of people doing various activities. Have children describe the characters--appearance, apparent moods, type of persons as gleaned from the facial expressions or activities (children bring pictures to challenge class).

4. Role play: Using pictures, short reading passages, familiar short stories, characters famili to all.

5. Distribute sheets of blank face (ovals will do). Ask children to fill in features for a sad person, a happy one, a lonely one, a kind person, etc. Stude may supply rest of body to depi certain characterizations.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. List of characters from story plus list of characteristics. Have children match them.	1. Draw a self-portrait.	S.F.
2. List of familiar story characters on board. Group supplies characteristics of each for discussion.	2. Describe a classmate.	S.F.S.
3. Present several pictures of people doing various activities. Have children describe the characters--appearance, apparent moods, type of persons as gleaned from the facial expressions or activities (children bring pictures to challenge class).	3. Write a description of yourself.	
4. Role play: Using pictures, short reading passages, familiar short stories, characters familiar to all.	4. Draw caricatures.	
5. Distribute sheets of blank faces (ovals will do). Ask children to fill in features for a sad person, a happy one, a lonely one, a kind person, etc. Students may supply rest of body to depict certain characterizations.	5. Pretend you are a campaign manager. Write a speech about your "candidate."	
	6. Choose a favorite character from a book. Write an article describing him (or her).	
	7. Read an assigned story. List X number of personal qualities and traits of main character.	

7200 Comprehension - Critical Reading

7240 - 7249 Climax

	BEHAVIORAL OBJECTIVES				MATER
		PRINT			
		TEXTS (See Insert)		KITS/OTHER	AUDI TAPES
7240	Given a(an) (oral (pictorial (written stimulus, the student will identify the climax by giving a(an) (oral (written (performed response.		Tales to E. story-text Fourth Grade (E.C.) p. 11, 18		

MATERIALS				
PRINT	KITS/OTHER	NON-PRINT AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
Tales to E. story-text Fourth Grade (E.C.) p. 11, 18				

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7240 CLIMAX			
	3^1 Roads to Follow		(7240) 74-75
	3^2 More Roads to Follow		(7240) 35,62-63,76-77
	4 Ventures		(7240) 8-9,75-76,94

MATERIALS			
MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
Resource Center sequence cards and blocks			1. Discuss familiar stories. Have children determine the high point or turning point of the stories. 2. Draw a step diagram on the board. Choose a familiar story. Have children tell incidents that led to climax. Number or symbolize then on the ascending steps. Determine the climax. Aftermath facts symbolized on descending steps. 3. Use Sunday comic strips that are applicable to determine climax of "story." 4. Have children relate some of their own experiences--and determine the climax. 5. All children are sitting while story is told; as soon as they hear the climax, they stand up

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Discuss familiar stories. Have children determine the high point or turning point of the stories.	1. Listen to recorded folk tales or fairy tales. Student retells the climax of each.	
2. Draw a step diagram on the board. Choose a familiar story. Have children tell incidents that led to climax. Number or symbolize them on the ascending steps. Determine the climax. Aftermath facts symbolized on descending steps.	2. Draw series of pictures comic page style. Number each picture 1-2-3 to climax then reverse numbers following climax, 3-2-1.	
3. Use Sunday comic strips that are applicable to determine climax of "story."	3. Bring in newspaper or magazine articles describing real life adventures. Read and discuss with group. Decide on climax.	
4. Have children relate some of their own experiences--and determine the climax.	4. Using picture of possible climax, children relate "before" and "after" events. ("Family Circle" comic from newspaper applicable)	
5. All children are sitting while story is told; as soon as they hear the climax, they stand up.	5. Use sequence pictures--child determines "climactic" ones.	

7200 Comprehension - Critical Reading

7250 - 7259 Judgment

	PRINT		MATERI
BEHAVIORAL OBJECTIVES	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7251 Judgment based on literal materials. Given a(n) (pictorial (oral (written selection, the student will base judgment on a literal statement and will accept and/or reject date in a(an) (oral (written response.	RD pad #3 p. 78, 80 D. Devel. Comp. in Read. Books 1, 2, 3A, 3B, 4, 5	EDL - D-10	

MATERIALS				
PRINT		NON-PRINT		
		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP
80	EDL - D-10		FS	
in Read. 3B, 4, 5				

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7250 JUDGMENT			
	1^2 More Fun With Our Friends		(7250) 5,7,16,50,79
	2^1 Friends Old and New	(7250) 10,22,28,49	(7250) 3,32,33,49,58,65,66
	2^2 More Friends Old and New	(7250) 1,9,20,24,76	(7250) 21,37-38,42-43,55,60
	3^1 Roads To Follow	(7250) 16,19,34	(7250) 3,16,21,40-41,60
	3^2 More Roads To Follow	(7250) 1,13,18,27-28,43,66,67,72,73,74	(7250) 14,20,34,40,46,58,60,70,76-77
	4 Ventures		(7250) 2,16,18,32,41,43,44,47,55,56,58,68,72,73,75-76,85,89,93,97,98

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Open Highways)		
7250 JUDGMENT			
	4 Book 4		(7250) 61,71,74,89
	5 Book 5		(7250) 6,14,20,24,42,86,87

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
7250 JUDGMENT			
	3^1 Book G		(7250) 26,28,33
	3^2 Book H		(7250) 35

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7250 JUDGMENT			
	2^1 Enchanted Gates	(7250) 23,38,46,62,85,93,114	
	2^2 Shining Bridges	(7250) 17,41,66,86,89,114; 9, 46,63,74,101,111,134, 139,142	
	3^1 Better Than Gold	(7250) 16,24,28,52,71,141;3,8, 25,43,57,64,74,80,83, 90,104,107,112,118,131, 134	
	3^2 More Than Words	(7250) 2,25,46,82,122,134;5,8, 11,33,37,50,57,66,69,92, 104,107,112,119	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
7250 JUDGMENT			
	5 Level 12	(7251) 49	

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7250 JUDGMENTS			
	2-1 Reading Thinking Skills		(7250) 16,17,18;23,24
	2-2 Reading Thinking Skills		(7250) 13,14,15
	3-1 Reading Thinking Skills		(7250) 7,8;15,16
	3-2 Reading Thinking Skills		(7250) 8,9,10;14,15
	4-1 Reading Thinking Skills		(7250) 8,9;14,15
	4-2 Reading Thinking Skills		(7250) 8,9;18;14,15

MATERIALS			
MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
			1. Using pictures of people in occupational dress, ask children to answer judgment questions. Ex: Whom would you go to if you had a tooth ache? Whom would you call to report a fire?

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Using pictures of people in occupational dress, ask children to answer judgment questions. Ex: Whom would you go to if you had a tooth ache? Whom would you call to report a fire?		SAT S.E. S.F.S.

7200 Comprehension - Critical Reading

7250 - 7259 Judgment

	BEHAVIORAL OBJECTIVES			MATE
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDI TAPES
7252	Judgment based on implied ideas. Given (pictorial (oral (written selection, the student will base judgment on implied statement and will accept and/or reject its ideas by giving a(n) (oral (written response.	RD pad #3 p. 68, 70, 74 D. Dev. Comp. in Read Books 1, 2, 3A, 3B, 4, 5		

MATERIALS				
PRINT		NON-PRINT		
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
d #3 p. 68, 70, 74 v. Comp. in Read 1, 2, 3A, 3B, 4, 5			FS - 29 Analyzing	

MATERIALS		
MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Using pictures showing facial expressions or body action, have children determine types of persons they might be. Discuss first impressions may be misleading--need more to g on. 2. Read advertisements in newspa and magazines. Discuss: Are misleading? Recognize improb claims? Children "judge" the for reliability

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Using pictures showing facial expressions or body action, have children determine types of persons they might be. Discuss first impressions may be misleading--need more to go on.		SAT S.F. S.F.S.
2. Read advertisements in newspapers and magazines. Discuss: Are some misleading? Recognize improbable claims? Children "judge" the ads for reliability		

7000 Comprehension - Critical Reading

7260 - 7269 Identifying Speaker

BEHAVIORAL OBJECTIVES	PRINT TEXTS (See Insert)	KITS/OTHER	MATERI AUDIO TAPES/
7260 Given a(n) (pictorial (oral (written presentation, the student will identify the speaker in a(n) (oral (written response.			

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Basic)		
7260 INDENTIFYING SPEAKER			
	4 Book 4		(7260) 64
	Scott - Foresman (Open Highways)		
7260 IDENTITYING SPEAKER			
	5 Book 5		(7260) 73

SKILL/CONCEPT	TEXT Houghton-Mifflin (Basic)	WORKBOOK	MASTERS	Skill Lesson Nos.
7260 IDENTIFYING SPEAKER				
	4 Kaleidoscope		(7260) 17	8

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7260 IDENTIFYING SPEAKER			
	3^2 More Than Words	(7260) 96	

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7260 IDENTIFYING SPEAKER			
	2-2 Reading-Thinking Skills		(7260) 6

MATERIALS

KINESTHETIC
MANIPULABLES

GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. Pictures showing people in action. Have children identi who might be saying "_______" (teacher supplies statements)
2. Refer to pronouns in written selection using quotes. Children identify speakers.
3. Students are shown the "use and meaning" of quotation ma so they will be able to dete what the speaker is communica
4. Read literature passages to and stop to ask often who is or "thinking" the thoughts e
5. Present news reports in news magazines, radio. Ask stude detect speaker.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Pictures showing people in action. Have children identify who might be saying "______" (teacher supplies statements).	Role Play: 1. Students initiate a "gossip chain" via telephone. Later one will report to the person of whom the go gossip was spread--who said what.	FV Comp. (1-11) (2-7) (3-6)
2. Refer to pronouns in written selection using quotes. Children identify speakers.		F.V.-S.Sk 2-4
3. Students are shown the "use and meaning" of quotation marks so they will be able to detect what the speaker is communicating.		
4. Read literature passages to students and stop to ask often who is "saying" or "thinking" the thoughts expressed.		
5. Present news reports in newspapers, magazines, radio. Ask students to detect speaker.		

7200 Comprehension - Critical Reading

7270 - 7279 Sensing Author's Purpose

BEHAVIORAL OBJECTIVES	MATERI		
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7270 Given a(n) (pictorial (oral (written selection, the student will detect author's bias and/or purpose through a(n) (oral (written response.	RD pad #3 p. 43, 44, 70, 78	News Pilot Weekly Reader Red Cross Mdg. etc.	

MATERIALS

PRINT		NON-PRINT		
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
News Pilot Weekly Reader Red Cross Mdg. etc.				

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7270 SENSING AUTHOR'S PURPOSE			
	3^2 More Roads to Follow		(7270) 48-49
	4 Ventures		(7270) 41,61,63; 53,66-67, 72

SKILL/CONCEPT	TEXT Scott - Foresman (Systems)	WORKBOOK	MASTERS
7270 SENSING AUTHOR'S PURPOSE			
	2^1B Level 5	(7270) 21,26-27,36,46	(7270) 20,23-24,35,45
	2^1E Level 6	(7270) 19,36-37,38,45	(7270) 19,36-37,38,45
	2^2B Level 7	(7270) 19,29,45	(7270) 20,29,43
	2^2E Level 8	(7270) 39,47	(7270) 38,45
	3^1E Level 10	(7270) 21,27,33	(7270) 20,26,32
	3^2E Level 12	(7270) 15,24,47	(7270) 15,22,39

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7270 SENSING AUTHOR'S PURPOSE			
	2^2 Shining Bridges	(7270) 41,89,114	

MATERIALS MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
			1. Use pictures or cartoons tha convey pictorially what the "author" is trying to accomp 2. Select a number of books fr diverse categories. Read pertinent excerpts from boo jackets. Children deduct wh author is trying to accompl I.e., to inform, to enterta to persuade, to share an experience, etc. 3. Discuss stories, books, or articles children have read What was the author's purpo 4. Present paragraphs that ref authors' feelings. Childre identify and discuss autho tone--i.e., humorous, serio fanciful, etc. 5. Read aloud moral stories (f omitting purpose or moral o Have children supply purpos

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Use pictures or cartoons that convey pictorially what the "author" is trying to accomplish.	1. Write paragraphs to share with class. Children discuss purpose and tone of work.	SAT F.V. Comp. 4-10, 5-16
2. Select a number of books from diverse categories. Read pertinent excerpts from book jackets. Children deduct what author is trying to accomplish. I.e., to inform, to entertain, to persuade, to share an experience, etc.	2. Bring in articles from newspapers and magazines--label inform, persuade, humor, etc.	
3. Discuss stories, books, or articles children have read. What was the author's purpose?	3. Make class booklet of excerpts brought in by children. Have small committee in charge of assembling booklet over period of few weeks.	
4. Present paragraphs that reflect authors' feelings. Children identify and discuss authors' tone--i.e., humorous, serious, fanciful, etc.		
5. Read aloud moral stories (fables) omitting purpose or moral of story. Have children supply purpose.		

7200 Comprehension - Critical Reading

7280 - 7289 Author's Credibility (Qualifications)

	BEHAVIORAL OBJECTIVES	PRINT		MATER
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7280	Given a(an) (pictorial (oral (written material, the student will research author's credibility on a specific topic in a(an) (oral (written response.			

cations)

MATERIALS				
PRINT		NON-PRINT		
		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.

MATERIALS

KINESTHETIC
MANIPULABLES

GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. Game: Who Is Best Qualifie
Make a definite statement.
children choice of three pe
who might possibly have mad
statement. "Who is best qu
Ex: "The batter is out!"
1. Mr. Jones, TV announcer
2. Mr. Anderson, plate umpi
3. Tom Brown, baseball fan.

2. Using jackets of different
of books, read synopses and
what qualifications the aut
might have for writing on t
topics.

3. Give resume of fictitious a
background and a choice of
several topics he might hav
written. Children decide w
topics he is best qualified
write about.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Game: Who Is Best Qualified? Make a definite statement. Give children choice of three people who might possibly have made the statement. "Who is best qualified?" Ex: "The batter is out!" 1. Mr. Jones, TV announcer 2. Mr. Anderson, plate umpire 3. Tom Brown, baseball fan.	1. Children make up similar game cards to challenge classmates.	F.V. Comp. 5-17, 6-14 (evaluating bias)
2. Using jackets of different types of books, read synopses and discuss what qualifications the authors might have for writing on these topics.	2. Children will check date of article written to see if author included latest facts.	
3. Give resume of fictitious author's background and a choice of several topics he might have written. Children decide which topics he is best qualified to write about.	3. Role play: Children assume roles of authors--tell about their "books." "Audience" may then ask questions to check author's qualifications.	

7200 Comprehension - Critical Reading

7290 - 7299 Propaganda

BEHAVIORAL OBJECTIVES			MATERI
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7291 Recognizing Propaganda Given (oral (pictorial (written material, the student will detect those statements that make use of propaganda techniques and give a(an (oral (written response.			

		MATERIALS		
PRINT			NON-PRINT	
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
7290 PROPAGANDA			
	4 Young America - Level 11	(7291) 58	
	5 Young America - Level 12	(7291) 14	

MATERIALS

KINESTHETIC MANIPULABLES

GAMES/CARDS

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Have children bring in newspapers of "sales" advertisements. Make class list of words that are commonly used in propaganda.

2. To make bulletin board: children can bring in types of propaganda, pictures or slogans, which illustrate any of the techniques below:
    - bad names
    - glad names
    - transfer
    - testimonial
    - plain folks
    - bandwagon
    - card stacking

3. Use reading material and show how author uses any of the above techniques to convince his audience. (see also skill: 7270)

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Have children bring in newspapers of "sales" advertisements. Make class list of words that are commonly used in propaganda.	1. Listen to TV commercials at home. List examples of propaganda.	F.V.
2. To make bulletin board: children can bring in types of propaganda, pictures or slogans, which illustrate any of the techniques below: bad names glad names transfer testimonial plain folks bandwagon card stacking	2. Role play. Make up a "sales pitch" to deliver to classmates who will identify propaganda techniques used	
3. Use reading material and show how author uses any of the above techniques to convince his audience. (see also skill: 7270)		

p. 57

7200 Comprehension - Critical Reading

7290 - 7299 Propaganda

BEHAVIORAL OBJECTIVES			MATER
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7292 Evaluating Propaganda Given a(n) (pictorial (oral (written presentation, the student will evaluate the presentation by reacting positively or negatively using a(an) (oral (written response.			

MATERIALS				
PRINT		NON-PRINT		
		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.

MATERIALS

MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
			1. Given a list of words that influence and sentences with blanks, child selects word that leads to a definite viewpoint. Ex: 1) John isn't loyal to the Republican party. 2. Factual vs. subjective pairs of of descriptions. Ex: cigarette ad--factual: "Contains 1.2 mgs. of tar"; subjective: "springtime fresh." Child identifies opinions or facts. 3. Advertisements or propaganda. Students decide if article is to "trick" them. 4. Prepare advertisement cards. Child sells product to group. May provide child with a list containing the "Words Which Influence."

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Given a list of words that influence and sentences with blanks, child selects word that leads to a definite viewpoint. Ex: 1) John isn't loyal to the Republican party.	1. Children write advertisements and bring in objects from home to "sell."	F.V.
2. Factual vs. subjective pairs of of descriptions. Ex: cigarette ad--factual: "Contains 1.2 mgs. of tar"; subjective: "springtime fresh." Child identifies opinions or facts.	2. Child reads two different articles about same topic (ex: drugs), then identifies the position taken by each and lists as many words from each article that exemplifies persuasion.	
3. Advertisements or propaganda. Students decide if article is to "trick" them.		
4. Prepare advertisement cards. Child sells product to group. May provide child with a list containing the "Words Which Influence."		

7300 Rate and Comprehension

7310 - 7319 Phrase Reading

BEHAVIORAL OBJECTIVES	PRINT		MATE
	TEXTS (See Insert)	KITS/OTHER	AUDI TAPE
7310 Phrase reading Given a visual stimulus, the student will read the material in thought units by moving his eyes ahead and mentally grasping groups of related words.		Sheets with phrases written vertically. Construction paper sentences spaced in phrases. The dog barked all night. Before the storm all was calm.	
7300 Rate and Comprehension See Moorestown Language Arts Guide p. 103		* Printed sentences from text that child will break into phrases according to teacher or aide's direction. Ex: The early pioneers were most coura and seldom were beaten by thei fear. Teacher says 3 child reads 3 w Teacher says 3 child reads 3 w Teacher says 2 child reads 2 w Teacher says 4 child reads 4 w ** Child breaks sentences from gi text into thought units using parentheses and then practices reading these.	

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
Sheets with phrases written vertically.			Learn - Tachistoscope F/S word phrases	
Construction paper sentences spaced in phrases. The dog barked all night. Before the storm all was calm.			Tr VMI Readiness for Reading K-1 #7, 8, 9, 10, 11, 12	
* Printed sentences from text that child will break into phrases according to teacher or aide's direction. Ex: The early pioneers were most courageous and seldom were beaten by their own fear. Teacher says 3 child reads 3 words Teacher says 3 child reads 3 words Teacher says 2 child reads 2 words Teacher says 4 child reads 4 words				
** Child breaks sentences from given text into thought units using parentheses and then practices reading these.				

MATERIALS		SUGGESTED TEACHING AND LEARNING ACTIVITIES
KINESTHETIC MANIPULABLES	GAMES/CARDS	
For directions see ** underprint: Ex: (The day) (was extremely humid) (even the dog) (was listless). Child reads phrases into mirror.	Dex.-We Read Sentences Level 2, 3, 4, 5	All these activities ideal for learning center approach. Student is given lists of easy to read phrases.
Early manipulable activity may be: Child placed related words in pocket chart to show that he grasps the "thought unit" concept.		
Child makes phrases using Dolch word cards or link-words.		Student is given a hand tachistoscope to practice "speeded phrase reading."
I / saw the / cat catch / the / bird .		
Child cuts phrases from magazine advertisements.		
		Above practice should begin at easy reading level and advance to child's instructional level. See also: T.ED. Reading in a Nutshell pp. 8-9

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
All these activities ideal for learning center approach. Student is given lists of easy to read phrases.	1. Student looks at paper to read phrases. 2. Student looks at self in mirror or at teacher (aide) to "orally read" phrases.	
Student is given a hand tachistoscope to practice "speeded phrase reading." Above practice should begin at easy reading level and advance to child's instructional level. See also: T.ED. Reading in a Nutshell, pp. 8-9	1. Student flicks shutter as often as necessary to get used to "visualizing" phrase. 2. Student moves to next phrase using same procedure. 3. When student thinks he knows several phrases, he goes back and reads 4-5 phrases consecutively. 4. Student reads entire wheel or card to teacher.	

7300 Rate and Comprehension

7310 - 7319 Phrase Reading

BEHAVIORAL OBJECTIVES	PRINT		MATERI
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7311 Eye Fixation Given a visual stimulus, the student will decrease the number of eye fixations by by allowing his eyes to grasp larger thought units.		See suggestions * and ** under objective 7310. New Practice Readers excellent for practice because they are graded. Also use basic series working slowly up to instructional level.	EFI ma teache cards need tion.

	MATERIALS		
PRINT	NON-PRINT		
KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
suggestions * and ** r objective 7310. Practice Readers llent for practice use they are graded. use basic series ing slowly up to ructional level.	EFI machine teacher-made phrase cards for those who need auditory motivation.	Film with more words per phrases.	Tachistoscope and reels.

MATERIALS			
MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
Flash X and sight words wheels			Teacher will make material availa that lends itself to larger thoug unit division. Teacher will "call" larger number so child will include more words phrase. Child will mark phrases using mor words within parentheses. Activities under Ojbective 7310 c repeated extending practice to re in larger thought units. See als T.ED. Reading in a Nutshell, pp.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
Teacher will make material available that lends itself to larger thought unit division. Teacher will "call" larger numbers so child will include more words per phrase. Child will mark phrases using more words within parentheses. Activities under Ojbective 7310 can be repeated extending practice to reading in larger thought units. See also: T.ED. Reading in a Nutshell, pp. 8-9.		

7300 Rate and Comprehension

7310 - 7319 Phrase Reading

BEHAVIORAL OBJECTIVES	MATERI		
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
7312 Return Sweep Given a visual stimulus, the student will fluidly read the last word on a line and the first word on the following line.			

		MATERIALS		
PRINT			NON-PRINT	
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.

MATERIALS

KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		Oral reading practice: Use easy reading material. Child reads last word on one line and first word on next line. Have child accelerate pace as he progresses
		Silent reading practice: When teacher feels assured child is performing correctly.
		For youngsters who have focusing problems: Use of liner may be an initial aid and will eliminat finger pointing.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
Oral reading practice: Use easy reading material. Child reads last word on one line and first word on next line. Have child accelerate pace as he progresses.	Children may pair off to practice with one another.	
Silent reading practice: When teacher feels assured child is performing correctly.		
For youngsters who have focusing problems: Use of liner may be an initial aid and will eliminate finger pointing.		

7300 Rate and Comprehension

7320 - 7329 Tachistoscopic Training

BEHAVIORAL OBJECTIVES			MATER
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7320 Using the tachistoscope, the student will "reach out" and perceive the projected items.			
Note: It is important that children feel success. Start with easier material and progress to more difficult to challenge. Also, increase speed as children become more proficient.			

MATERIALS				
			NON-PRINT	
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
			Learn - Tachistoscope F/S Read Mastery 1-12 Words 1-12 Word phrases 1-12 Numbers 1-12	R.C. Tachistoscope Reels 1, 2, 3, 4, 5

MATERIALS

MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
			Precede use of commercial tachistoscope by using 3x5 card on which are printed numerals, words, phrases, clauses. Flash quickly in front of group for training. Start training with numerals, progress to clauses. Once machine is introduced and used, these cards can serve as additional training activity. Prepare duplicated sheets for children to jot down responses. Number columns from 1-14. Afte finishing flashes, open shutte and repeat reel for children t check own responses. See T.E. - Reading in a Nutshe pp. 35-37

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
Precede use of commercial tachistoscope by using 3x5 cards on which are printed numerals, words, phrases, clauses. Flash quickly in front of group for training. Start training with numerals, progress to clauses.	Pairs or small groups may use the cards to practice. Use telephone directory or zip code booklet. Glance quickly, turn away, try to mentally reproduce numeral.	
Once machine is introduced and used, these cards can serve as additional training activity.	Suggest children try practice with license plates numerals as vehicles pass. Or, on trips with parents, make a game of it. Progress from numerals to state names on plates.	
Prepare duplicated sheets for children to jot down responses. Number columns from 1-14. After finishing flashes, open shutter and repeat reel for children to check own responses.	When using tachistoscopic numeral training, for variety ask child (according to his ability) to add, subtract, multiply first and last digit.	
See T.E. - Reading in a Nutshell pp. 35-37		

7300 Rate and Comprehension

7330 - 7339 Controlled Reader

	BEHAVIORAL OBJECTIVES			MATER
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7330	Given a comprehension test after viewing a projected selection at X rate of speed, the student will check the answers based on the selection [Before giving Controlled-Reader practice, the student's independent reading level should be M-3^1.] In conjunction with practice using a mechanical device, student must practice rate and comprehension in the text. It is recommended that every other story is timed while reading in text. Student will keep graph giving rate and comprehension. Adjust rate of reading to purpose			

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
				EDL Controlled Reader Set: B (1, 2) C (1, 2) D (1, 2) Controlled Reader Study Guide Set B, C, DD

MATERIALS

KINESTHETIC
MANIPULABLES GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

After Controlled Reader Practice:

SRA pacer can be used before transition is made into book without aid of mechanical device.

Actual word count is not as critical as aiming to improve both reading rate and comprehension. Student can keep record of improvement based on SRA setting. Ex:

Date	Story	Setting I	Compreh.I	Setting II	Compreh.II
	NPR Book B				
9-3-73	A-1	25	90%	20	100%
9-6-73	A-3	30	90%	25	100%
9-9-73	A-5	35	75%	30	90%

Systematic approach necessary:

1) Lead discussion on pronunciatio meaning of new words.
2) Group students according to pre-determined reading rate.
3) Show film at determined rate (ex. 100 wpm).
4) Youngsters take controlled reade test.
5) Students see same film at slowe rate (approx. 20 wpm less).

Directed reading now takes place because student seeks answers to questions previously not able to answer. Lower rate--to assure suc in improving comprehension score a thus give positive attitude.

6) Student records reading rate an score for each sitting. Ex:

Date	Story	Rate I	Compreh.I	Rate
9-2-73	D-10	100	60%	80
9-5-73	D-12	100	80%	80

7) Increase student's reading rate student scores 80% or more cons in Column Compreh. I.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

STUDENT ACTIVITIES

MASTERY CHECK

Systematic approach necessary:
1) Lead discussion on pronunciation and meaning of new words.
2) Group students according to predetermined reading rate.
3) Show film at determined rate (ex. 100 wpm).
4) Youngsters take controlled reader test.
5) Students see same film at slower rate (approx. 20 wpm less).

Directed reading now takes place because student seeks answers to questions previously not able to answer. Lower rate--to assure success in improving comprehension score and thus give positive attitude.

6) Student records reading rate and score for each sitting. Ex:

Date	Story	Rate I	Compreh. I	Rate II	Compreh. II
9-2-73	D-10	100	60%	80	100%
9-5-73	D-12	100	80%	80	100%

7) Increase student's reading rate when student scores 80% or more consistently in Column Compreh. I.

Student is encouraged to use good reading habits:
1. No head movement
2. No lip reading
3. Sitting where screen is clearly visible--taking into account personal problems such as astigmatism.
4. Student keeps his own reading chart.
5. Student may correct his own test under supervision.

7400 Comprehension - Directed Reading in Content Area

7400 - 7499 Previewing Questions and Locating Answer

BEHAVIORAL OBJECTIVES			MATER
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
7400 Given content area material, the student will use directed reading techniques to improve comprehension skills.		B.L. Locating the Answer A-F RHRP-SP Orange #6 Red #6 Yellow #6 Blue #6	
7410 Using previewing, skimming, and scanning skills, student locates questions at end of selection.		EAT Web: Reading for Concepts Book A, B All lessons #5	
7420 Using previewing, skimming, and scanning skills, student locates and answers specific question.			

ting Answer

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
B.L. Locating the Answer A-F				
RHRP-SP Orange #6 Red #6 Yellow #6 Blue #6				
EAT Web: Reading for Concepts Book A, B All lessons #5				

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
7410 READ QUESTIONS			
	2^2 Book F		(7410) 8
	3^2 Book H		(7410) 33

SKILL/CONCEPT	TEXT Houghton-Mifflin (Basic)	WORKBOOK	MASTERS	Skill Lesson Nos.
7420 LOCATE ANSWERS				
	4 Kaleidoscope		(7420) 20,21,26, 58	10

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
7420 LOCATE ANSWERS			
	2^1 Friends Old and New	(7420) 5,37,64	
	2^2 More Friends Old and New	(7420) 30,36,52,53,61	(7420) 33-34
	3^1 Roads to Follow	(7420) 9,22,31	(7420) 40-41
	3^2 More Roads to Follow	(7420) 40-41,46-47, 64-65	(7420) 48-49,55
	4 Ventures		(7420) 27,29-30,32,36,41, 66-67;26,40;22-23
	5 Book 5		(7420) 16,17,25,40,41,43, 60,83,84

SKILL/CONCEPT	TEXT Scott - Foresman (Open Highways)	WORKBOOK	MASTERS
7420 LOCATE ANSWERS			
	2^1 More Power	(7420) 16-17	
	3^1 Splendid Journey	(7420) 20,41,65	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
7420 LOCATE ANSWERS			
	1^2 Young America - Level 6	(7420) 47,51,68	
	2^1 Young America - Level 7	(7420) 25,27,45,91	
	2^2 Young America - Level 8	(7420) 14,26,28,74	
	3^1 Young America - Level 9	(7420) 45,46,68,69	
	3^2 Young America - Level 10	(7420) 37,55,77	
	4 Young America - Level 11	(7420) 35,37	
	5 Young America - Level 12	(7420) 1,8,9,43,83,86	

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
7420 LOCATE ANSWERS			
	3^1 Better Than Gold	(7420) 17,47,66,94,127	
	3^2 More Than Words	(7420) 47,101,142	

SKILL/CONCEPT	TEXT Continental Press	WORKBOOK	MASTERS
7420 LOCATE ANSWERS			
	2-2 Reading Thinking Skills		(7420) 8

MATERIALS		
KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Experience chart stories or familiar stories. Ex: The Little Red Hen 1. fox - lazy 2. little red hen - hard-workin
		2. Reading questions before readin a selection helps students set specific purpose for reading.
		3. If no questions appear at end o selection, teach children to change sub-headings and titles into questions.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Experience chart stories or familiar stories. Ex: The Little Red Hen 1. fox - lazy 2. little red hen - hard-working	1. Dramatization of characters in familiar fairy tales.	S.F.S. (6, 7, 12) 7420 FV Comp 3-5, 2-6, 3-2 also FV S.SK 1-4, 6-10 See also Obj #8242
2. Reading questions before reading a selection helps students set specific purpose for reading.		
3. If no questions appear at end of selection, teach children to change sub-headings and titles into questions.		

8000 Study Skills: In order for student to become proficient in application of study skil
the opportunity to apply these skills in Content Area Subjects.

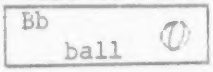
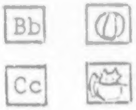
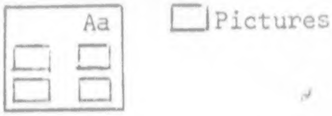
8100 Pictionary Skills

BEHAVIORAL OBJECTIVES	PRINT		MATE
	TEXTS (See Insert)	KITS/OTHER	AUDI TAPE
8100 Given a(an) (oral (pictorial (written stimulus and a Pictionary, the student will follow directions with a(an) (oral (written response.		LyC The New Phonics We Use E p. 60, 61 LyC The New Phonics We Use F p. 60, 61	

oficient in application of study skills, teacher must give the student
ills in Content Area Subjects.

		MATERIALS		
PRINT			NON-PRINT	
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
The New Phonics We Use E p. 60, 61 The New Phonics We Use F p. 60, 61				

MATERIALS		
MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	ABC Lotto SFS Dictionary Puzzles Set 1, 2	1. Class-made pictionary (experience charts) 2. Teacher suggestions in Pictionary manual excellent source. 3. Give child picture and part of word. Child completes writing the word after finding it in the pictionary.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Class-made pictionary (experience charts)	1. Individual pictionary development using content areas as well as reading. Sample: 	
2. Teacher suggestions in Pictionary manual excellent source.	2. Picture and Letter Cards (Matching). Ex: 	
3. Give child picture and part of word. Child completes writing the word after finding it in the pictionary.	3. Alphabet Book. Child brings objects or draws objects on letter sheets. Ex: 	

8200 Study Skills - Dictionary Skills

8210 - 8219 Alphabetizing

	BEHAVIORAL OBJECTIVES	PRINT		MATERI
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
8210	Given a(an) (oral (pictorial (written stimulus, the student will arrange the stimulus in alphabetical order in a(an) (oral (written (performed response.	(McM-VD-3) 18	Peabody Lab EDL Study Skill Lab CCC-6 RD pad #2 p. 53, 54 RD pad #3 p. 61, 62 RD pad Adv p. 71, 72 LyC The New Phonics We Use E p. 62, 63, 64 LyC The New Phonics We Use F p. 62, 63, 64	

MATERIALS

PRINT			NON-PRINT	
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	Peabody Lab		8200 FS #794 1507	
	EDL Study Skill Lab CCC-6		8210 FS 2370	
	RD pad #2 p. 53, 54 RD pad #3 p. 61, 62 RD pad Adv p. 71, 72 LyC The New Phonics We Use E p. 62, 63, 64 LyC The New Phonics We Use F p. 62, 63, 64		TR. VMI Using the Dictionary Level 2 & 3 #3 Worksheet #3, 4 Using the Dictionary Level 3-4 #11 Worksheet #14 #12 - WS #15, 16	

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK -	MASTERS
8110 ALPHABETIZING			
	2^2 More Friends Old and New	(8110) 33	(8110)13,39,54,70
	3^1 Roads To Follow	(8110) 2	(8110) 2,5
	3^2 More Roads To Follow	(8110) 71	(8110) 3,51,59
	4 Ventures		(8110) 13,100

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Open Highways)		
8110 ALPHABETIZING			
	2^1 More Power	(8110) 2,73,74,75	
	3^1 Splendid Journey	(8110) 2,10	
	4 Book 4		(8110) 4,11,52,58,78
	5 Book 5-		(8110) 11

SKILL/CONCEPT	TEXT Scott - Foresman (Systems)	WORKBOOK	MASTERS
8110 ALPHABETIZING			
	1^2B Level 3	(8110) 24,38,48,70,74	(8110) 23,37,47,72,76
	1^2E Level 4	(8110) 5,37	(8110) 4,34
	2^1B Level 5	(8110) 14,19,31,44,48	(8110) 13,18,28,43,47
	2^1E Level 6	(8110) 11	(8110) 11

SKILL/CONCEPT	TEXT Houghton - Mifflin (Basic)	WORKBOOK	MASTERS	Skill Lesson Nos.
8110 ALPHABETIZING				
	2^1 Secrets		(8110) 18,36,70	1,3
	2^2 Rewards		(8110) 42,52	6,10
	3^1 Panorama		(8110) 27,36,42, 51,75	5
	3^2 Fiesta		(8110) 10,22,38, 48,60	

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
8110 ALPHABETIZING			
	3^1 Better Than Gold	(8110) 23,34,77,119; 128,132	
	3^2 More Than Words	(8110) 99,120	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
8110 ALPHABETIZING			
	2^1 Young America - Level 7	(8110) 1,65	
	2^2 Young America - Level 8	(8110) 6,50	
	3^1 Young America - Level 9	(8110) 10,76	
	3^2 Young America - Level 10	(8110) 2,46,87	
	4 Young America - Level 11	(8110) 4,9,14	
	5 Young America - Level 12	(8110) 43	

SKILL/CONCEPT	[illegible] Reading Skill Practice Pad	WORKBOOK	MASTERS
8110 ALPHABETIZING			
	2 Reading Skill Practice Pad 2	(8110) 53,54	
	3 Reading Skill Practice Pad 3	(8110) 61-62	
	4+ Reading Skill Advanced Practice Pad	(8110) 71,72,73,86, 87,88,89,90	

MATERIALS

KINESTHETIC

MANIPULABLES

Ent.-Alphabet Bingo

Inst.-Kinesthetic Alphabet Cards

DLM-Alphabet Motor Activities

S.F.-Comprehensive Card Set

K-Alphabet Flash Cards

GAMES/CARDS

"Hangman"

"Taking a Trip"
Child must remember all items previously given: apple, cat, bat

"Shopping"
I went to the store and bought:
a - apples
b - bananas
c - (etc.)

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Worksheets. What comes befo
After? Sample: ____ B ____
2. Word list alphabetizing.
3. Coded messages. Sample:
Write letter before or after
given letter to get message
c(d)
a(b)
t(u)
4. Alphabet observation word li
developed from pictures and
arranged alphabetically.
5. Alphabetize spelling lists o
content area word lists.
6. Quarter dictionary--games
easily adapted.
7. Refer to Dictionary suggesti
8. Call random groups of about
12 to arrange themselves alp

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Worksheets. What comes before? After? Sample: ____ B ____	1. Picture cards - arrange alphabetically.	S.F.S. (3,4,5,7,8)
2. Word list alphabetizing.	2. Word cards - partners arrange cards alphabetically.	O.H. (2.1, 2.2, 3.1, 3.2)
3. Coded messages. Sample: Write letter before or after given letter to get message c(d) a(b) t(u)	3. Word Bank - child completes list from work bank. Ex: 1. yacht 2. ____ 3. yell	F.V.SSK 1-2, 2-2, 3-4
4. Alphabet observation word list developed from pictures and arranged alphabetically.	4. Treasure Hunt (Words need to be arranged alphabetically to find treasure.)	
5. Alphabetize spelling lists or content area word lists.	5. Scrambled sentences: Arrange words alphabetically to make sentences meaningful. Ex: Written singing yesteryear that John were liked songs.	
6. Quarter dictionary--games easily adapted.		
7. Refer to Dictionary suggestions.		
8. Call random groups of about 10 or 12 to arrange themselves alphabetically.		

8200 Study Skills - Dictionary Skills

8220 - 8229 Guide Words

	BEHAVIORAL OBJECTIVES			MATERI
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
8220	Given a(an) (oral (written stimulus, the student will demonstrate his ability to use guide words in a(an) (oral (written response.		EDL Lab Gr. 2-4 Dictionary Skill Charts (I) RD pad Adv p. 73 LyC The New Phonics We Use 3 LyC The New Phonics We Use F	

MATERIALS

PRINT			NON-PRINT	
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	EDL Lab		Tr. VMI Using the Ency Level 3-4 #4	
			Tr. VMI Using the Dict Level 3-4 #5	
	Gr. 2-4 Dictionary Skill Charts (I)			
	RD pad Adv p. 73			
	LyC The New Phonics We Use 3 p. 64, 65			
	LyC The New Phonics We Use F p. 64, 65			

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Open Highways)		
8120 GUIDE WORDS			
	3^1 Splendid Journey	(8120) 5	

SKILL/CONCEPT	TEXT Houghton - Mifflin	WORKBOOK	MASTERS	Skill Lesson Nos.
8120 GUIDE WORDS				
	2^2 Rewards		(8120) 64	
	3^1 Panorama		(8120) 63,78	
	3^2 Fiesta		(8120) 4,6,14,28,40, 52,56,64	
	4 Kaleidoscope		(8120) 8,46	7

SKILL/CONCEPT	TEXT Lyons & Carnahan	WORKBOOK	MASTERS
8120 GUIDE WORDS			
	4 Young America - Level 11	(8120) 14	

MATERIALS			
MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		Gr. 2-4 Dictionary Skill Charts (I)	1. Word given to group--response desired could be guide words or page number. 2. Make class dictionary: Pages made using guide words children will place new word on correct pages. 3. Give word and guide words fr dictionary page, student indicates whether word is on the page between the guide words or before or after tha page. 4. Check Dictionary teaching suggestions.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Word given to group--response desired could be guide words or page number.	1. Guide words on board--child places word cards correctly.	S.F.S. (7, 8)
2. Make class dictionary: Pages made using guide words--children will place new words on correct pages.	2. Using spelling list child gives guide words for each word.	
3. Give word and guide words from dictionary page, student indicates whether word is on the page between the guide words or before or after that page.		
4. Check Dictionary teaching suggestions.		

8200 Study Skills - Dictionary Skills

8230 - 8239 Entry Words

		MATERI		
		PRINT		
	BEHAVIORAL OBJECTIVES	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
8230	Given a (written stimulus, the student will demonstrate his ability to locate entry words with a(an) (oral (written response.	RD pad Adv p. 72 LyC. The New Phonics We Use E p. 65, 66 LyC. The New Phonics We Use F p. 64, 65, 66	VD-3 19	

MATERIALS				
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	VD-3 19		FS 1365, 1366, 1369	
Use			Tr. VMI Using the Dict. Level 3-4 #4, WS #5	
Use				

SKILL/CONCEPT	TEXT Scott - Foresman (Basic)	WORKBOOK	MASTERS
8130 ENTRY WORDS			
	3^2 More Roads To Follow	(8130) 48,60,74	

SKILL/CONCEPT	TEXT	WORKBOOK	MASTERS
	Scott - Foresman (Open Highways)		
8130 ENTRY WORDS			
	3^1 Splendid Journey	(8130) 4,5	
	4 Book 4	(8130) 90	

SKILL/CONCEPT	TEXT Houghton-Mifflin (Basic)	WORKBOOK	MASTERS
8130 Entry Words			
	3^1 Panorama	(8130) 27, 46, 71, 82, 99	
	4 Kaleidoscope	(8130) 18, 65, 68, 81, 110	(8130) 10, 40

MATERIALS		
MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	Gr. 2-4 Dictionary Skill Charts (I)	1. Words from story, being rea to class, given for dictiona game. First child to find t word reads it to class. 2. Use Guide Word suggested activities if applicable. 3. Refer to Dictionary teachin suggestions.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Words from story, being read to class, given for dictionary game. First child to find the word reads it to class.	1. Partners use spelling or content area lists for entry word practice	SFS (8)
2. Use Guide Word suggested activities if applicable.		
3. Refer to Dictionary teaching suggestions.		

8200 Study Skills - Dictionary Skills

8240 - 8249 Phonetic Spelling and Key

	BEHAVIORAL OBJECTIVES	PRINT		MATERI
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
8240	Given a phonetic key and written stimulus, the student will demonstrate his ability to decode the stimulus with a(an) (oral (written response.		EDL RD pad Adv. p. 74, 75, 76 LyC. The New Phonics We Use E p. 67-69 LyC. The New Phonics We Use F p. 68, 69	

MATERIALS				
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	EDL		FS #1367	
d Adv. p. 74, 75, 76			Tr. VMI Using the Dictionary Level 3-4 #8, WS 10; #9, WS #11; #10, WS #12, 13	
The New Phonics We Use E p. 67-69				
The New Phonics We Use F p. 68, 69				

SKILL/CONCEPT	TEXT Scott-Foresman (Basic)	WORKBOOK	MASTERS
8140 Phonetic Spelling and Key			
	3^1 Roads to Follow	(8140) 32, 35, 38, 45	(8140) 39, 45, 47, 50, 53, 54, 62, 65, 68, 73, 80
	3^2 More Roads to Follow	(8140) 54	(8140) 7-8, 12, 15, 51, 59, 66
	4 Ventures		(8140) 7, 13, 20, 100

SKILL/CONCEPT	TEXT (Scott-Foresman (Open Highways)	WORKBOOK	MASTERS
8140 Phonetic Spelling and Key			
	4 Book 4		(8140) 66, 73, 85, 87, 95
	5 Book 5		(8140) 32, 41, 48, 54, 83

SKILL/CONCEPT	TEXT Scott-Foresman (Systems)	WORKBOOK	MASTERS
8140 Phonetic Spelling and Key			
	3^2B Level 11	(8140) 8-9	(8140) 6
	3^2E Level 12	(8140) 30-31	(8140) 26

SKILL/CONCEPT	TEXT Houghton Mifflin (Basic)	WORKBOOK	MASTERS	SKILL LESSON NOS.
8140 Phonetic Spelling and Key				
	3^1 Panorama		(8140) 80, 83, 89, 92, 97	11
	3^2 Fiesta		(8140) 5, 11, 18, 23, 39, 43, 55	
	4 Kaleidoscope	(8140) 14, 15, 21, 52, 53, 91	(8140) 9, 31	

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
8140 Phonetic Spelling and Key			
	3^1 Better Than Gold	(8140) 6, 9	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
8140 Phonetic Spelling and Key			
	3^1 Young America - Level 9	(8140) 66, 72, 81, 86, 88	
	3^2 Young America - Level 10	(8140) 3, 4, 10, 21, 24, 26, 36, 38, 40, 42, 52, 54, 58, 62, 68, 70, 74, 84, 91	
	4 Young America - Level 11	(8140) 61, 64, 84; 19	
	5 Young America - Level 12	(8140) 17, 90; 8	

MATERIALS MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
SFS Dict. Puzzles Set 3, 4	Gr. 2-4 Dictionary Skill Charts (I)	1. Write and number list of fun directions phonetically. Cal number from list, volunteer acts out direction. Ex: shāk yo͝or hĕd, sīdwāz. 2. Write children's names on board phonetically. 3. Write scrambled phonetic words in sentences. 4. Write set of sentences, each missing one word with choice of two phonetic spellings. Under each blank, children chose correct words to complete sentences. 5. Write jokes on index cards, using phonetic spelling. On reverse side, write one or t questions about the joke.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Write and number list of fun directions phonetically. Call number from list, volunteer acts out direction. Ex: shāk yo͝or hĕd, sīdwāz.	1. Illustrate phonetic spelling.	S.F. (3.2, 4)
2. Write children's names on board phonetically.	2. Worksheets a. Picture and three phonetic choices. b. Give picture and phonetic spelling--child correctly spells the word.	S.F.S. (10)
3. Write scrambled phonetic words in sentences.	3. Treasure hunt--phonetic directions.	
4. Write set of sentences, each missing one word with choice of two phonetic spellings. Under each blank, children chose correct words to complete sentences.	4. Children look up synonyms for words on 3x5 cards. Write the synonyms on answer sheet in phonetic spelling.	
5. Write jokes on index cards, using phonetic spelling. On reverse side, write one or two questions about the joke.		

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8200 Study Skills - Dictionary Skills

8250 - 8259 Definitions and Multiple Meaning and Definitions through Illustrati

	BEHAVIORAL OBJECTIVES	MATERIA		
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
8250	Given words with multiple meaning in picture and/or context, the student will use the dictionary to find the appropriate meaning of the word as used in a(n) (oral (written response.		VD 2 27-37 VD-3 1, 15-17, 20 EDL Kit CC-7 LyC. The New Phonics We Use E p. 70, 71 LyC. The New Phonics We Use F p. 70	

ing and Definitions through Illustration

MATERIALS				
PRINT			NON-PRINT	
		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	VD 2 27-37		FS #1370, 1371	
	VD-3 1, 15-17, 20		Tr. VMI Using the Dict Level 3-4 #6, WS #7, 8; #7, WS #9	
	EDL Kit CC-7			
The New Phonics We Use E p. 70, 71				
The New Phonics We Use F p. 70				

SKILL/CONCEPT	TEXT Scott-Foresman (Basic)	WORKBOOK	MASTERS
8150 Definitions and Multiple Meanings			
	2^1 Friends Old and New	(8150) 19	
	2^2 More Friends Old and New	(8150) 14, 35, 50	(8150) 22, 36, 67
	3^1 Roads to Follow	(8150) 12	(8150) 27, 47, 50, 54, 62, 68, 73, 80; 20, 29
	3^2 More Roads to Follow	(8150) 42, 44, 60, 68	(8150) 3, 15, 23, 33, 47, 51, 54, 59, 61, 69, 80
	4 Ventures		(8150) 13, 20, 28, 40, 46, 58, 77, 92, 100

SKILL/CONCEPT	TEXT Scott-Foresman (Open Highways)	WORKBOOK	MASTERS
8150 Definitions and Multiple Meanings			
	3^1. Splendid Journey	(8150) 11, 39	
	4 Book 4		(8150) 64, 81, 96
	5 Book 5		(8150) 8, 44, 53, 68, 76, 84

SKILL/CONCEPT	TEXT Houghton-Mifflin (Basic)	WORKBOOK	MASTERS	SKILL LESSON NOS.
8150 Definitions and Multiple Meaning				
	3^1 Panorama		(8150) 69	9
	3^2 Fiesta		(8150) 27	
	4 Kaleidoscope	(8150) 13, 65, 68, 81, 110	(8150) 7	

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
8150 Definitions and Multiple Meanings			
	3^1 Book G		(8150) 27, 39
	3^2 Book H		(8150) 12

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
8150 Definitions and Multiple Meanings			
	2^1 Enchanted Gates	(8150) 22, 30, 41, 83, 94, 105, 139	
	2^2 Shining Bridges	(8150) 33, 38, 48, 65, 77, 83, 108, 117, 133, 140	
	3^1 Better Than Gold	(8150) 10, 13, 42, 53, 59, 79, 82, 93, 96, 106, 110, 115, 117, 135; 44, 125	
	3^2 More Than Words	(8150) 18, 27, 45, 60, 72, 85, 93, 110, 143	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
8150 Definitions and Multiple Meanings			
	4 Young America - Level 11	(8150) 7, 13, 18, 64, 70, 80, 87; 33, 69	
	5 Young America - Level 12	(8150) 2, 3, 6, 11, 19, 25, 27, 31, 39, 41, 43, 47, 52, 54, 64, 68, 76, 81, 82, 95, 96; 41, 47, 52, 68	

SKILL/CONCEPT	TEXT Readers' Digest Practice Pad	WORKBOOK	MASTERS
8150 Definition and Multiple Meanings	3 Reading Skill Practice Pad 3 (8150) 18, 51, 57		

MATERIALS

KINESTHETIC
MANIPULABLES
GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. Give multiple meanings and illustrations for matching.
2. Write two or three sentences using different meanings for the same word. Children can illustrate or look up word for definition number.
3. Check Beginning Dictionary and Junior Advanced teacher suggestion pages.
4. Give children sentence. They look up word and choose the correct definition. Ex: This classroom is heaven. Ans: De no. 3.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Give multiple meanings and illustrations for matching.	1. Worksheet: Unfamiliar words with multi meanings used in context. Child looks up the word and indicates whether it is used correctly.	SAT S.F. (3.1, 3.2, 4)
2. Write two or three sentences using different meanings for the same word. Children can illustrate or look up word for definition number.	2. Multi-meaning Cards. One child uses the word in an oral sentence; his partner identifies the number of the definition from the card.	SFS (7, 8, 9, 11) F.V.S.SK p-3, 2-5, 3-10
3. Check Beginning Dictionary and Junior Advanced teacher suggestion pages.	3. Scrambled word sheet using multi-meaning cards. Ex: hcerecs. This word means howl (1). Child can identify the word by checking howl definition no. 1.	
4. Give children sentence. They look up word and choose the correct definition. Ex: This classroom is heaven. Ans: Def. no. 3.	4. Riddles	

8100 Study Skills - Dictionary Skills

8260 - 8269 Syllabication

	BEHAVIORAL OBJECTIVES			MATERI
		PRINT		
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
8260	Given a(n) (oral (pictorial (written multi-syllabic stimulus, the student will divide the word(s) into syllables with a(n) (motor (oral (written response. Note: hyphenated word activities	RD pad Adv p. 47, 59, 61, 62, 63, 64, 65 LyC. New Phonics We Use C p. 88-96 LyC. New Phonics We Use D p. 80-96 LyC. New Phonics We Use E p. 92-101 LyC. New Phonics We Use F p. 91-96, 97, 98, 99-101 LyC. New Phonics We Use G p. 91-96, 97, 98, 99-101	EDL	A.B. Sylla Word works Heath-Mini Two-Three

MATERIALS				
			NON-PRINT	
PRINT		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
9, 61,	EDL	A.B. Syllables and Words, tapes, worksheet	FL #129	
Use C p. 88-96		Heath-Minisystems, One-Two-Three Syllable Words		
Use D p. 80-96				
Use E p. 92-101				
Use F p. 91-96,				
Use G p. 91-96,				

SKILL/CONCEPT	TEXT Scott-Foresman (Basic)	WORKBOOK	MASTERS
8160 Syllabication			
	3^1 Roads to Follow	(8160) 7, 10, 13, 15, 21, 24, 29	(8160) 11, 14, 18, 23, 31, 34, 70, 79
	3^2 More Roads to Follow	(8160) 39, 45	(8160) 22, 32, 36, 39, 71, 79
	4 Ventures		(8160) 3, 11, 19, 24, 39, 65, 74

SKILL/CONCEPT	TEXT Scott-Foresman (Open Highways)	WORKBOOK	MASTERS
8160 Syllabication			
	4 Book 4		(8160) 75, 79, 83, 98
	5 Book 5		(8160) 23, 26, 35, 37, 60, 69

SKILL/CONCEPT	TEXT Houghton-Mifflin (Basic)	WORKBOOK	MASTERS	SKILL LESSON NOS.
8160 Syllabication				
	2^1 Secrets		(8160)	6
	2^2 Rewards		(8160) 9, 15, 20, 25 30, 41, 63, 72	
	3^1 Panorama	(8160) 1, 2, 20, 34, 91	(8160) 2, 4, 9, 17,68, 77	
	3^2 Fiesta		(8160) 9, 16, 17, 19, 25, 29, 41, 45, 50, 59	
	4 Kaleidoscope	(8160) 6	(8160) 3	

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
8160 Syllabication			
	2^1 Book E		(8160) 25
	2^2 Book F		(8160) 5
	3^1 Book G		(8160) 22
	3^2 Book H		(8160) 24

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
8160 Syllabication			
	2^2 Shining Bridges	(8160) 35, 44, 61, 84, 131	
	3^1 Better Than Gold	(8160) 3, 9, 37, 40, 51, 58, 62, 84, 88, 102, 137, 140	
	3^2 More Than Words	(8160) 21, 96, 138; 34, 74; 77	

SKILL/CONCEPT	TEXT Lyons and Carnahan (Basic)	WORKBOOK	MASTERS
8160 Syllabication			
	2^2 Young America - Level 8	(8160) 30, 78, 94	
	3^1 Young America - Level 9	(8160) 18, 28, 58	
	3^2 Young America - Level 10	(8160) 4, 10, 26	

SKILL/CONCEPT	TEXT Readers' Digers Practice Pad	WORKBOOK	MASTERS
8160 Syllabication			
	2 Reading Skill Practice Pad 2	(8160) 47, 48	
	3 Reading Skill Practice Pad 3	(8160) 47, 48, 49, 50, 52, 53, 54, 55, 56, 57, 58, 59, 68, 76	
	4+ Reading Skill Advanced Practice Pad	(8160) 47, 59, 61, 62, 63, 64, 65	

MATERIALS

MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	G - The Syllable Game	1. "Clap" syllables

2. Prepare learning center with con
objects with spelling cards. Ch
say and clap name of object to d
syllabication principle.
Worksheet suggestions:
A. Picture - number of syllables
Ex: 1. 1.2

B. Number of vowels and syllable
Ex: 1. ball

Vowels	Syllables
1. one	1. one

3. Dictionary Check

4. List syllabication rules and set
multi-syllabic words. Children
syllabication principle with eac

5. Use hyphens to separate syllable
some practice to emphasize that
line words must be separated onl
between syllables--and we never
up one syllable words.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. "Clap" syllables	1. Buttons or play money given for each correct syllable identified. Ex: rabbit (picture or oral) Child that answers first gets two buttons or coins.	SAT
2. Prepare learning center with concrete objects with spelling cards. Children say and clap name of object to deduce syllabication principle. Worksheet suggestions: A. Picture - number of syllables Ex: 1. 1.2 B. Number of vowels and syllables Ex: 1. ball Vowels Syllables 1. one 1. one		
3. Dictionary Check		
4. List syllabication rules and set of multi-syllabic words. Children match syllabication principle with each word.		
5. Use hyphens to separate syllables in some practice to emphasize that end of line words must be separated only between syllables--and we never break up one syllable words.		

8200 Study Skills - Dictionary Skills

8270 - 8279 Accent

	BEHAVIORAL OBJECTIVES	PRINT		MATERI
		TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
8270	Given a(n) (oral (pictorial (written multi-syllabic stimulus, the student will identify the accented syllable with a(n) (motor (oral (written response.	RD pad Adv p. 48, 65 LyC. New Phonics We Use E p. 102-105 LyC. New Phonics We Use F p. 102-105 LyC. New Phonics We Use G p. 102-105	EDL	

MATERIALS				
		NON-PRINT		
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
65	EDL			
We Use				
We Use				
We Use				

SKILL/CONCEPT	TEXT Scott-Foresman (Basic)	WORKBOOK	MASTERS
8170 Accent			
	3^1 Roads to Follow	(8170) 7, 10, 13, 15, 21, 24, 29	(8170) 11, 14, 18, 23, 31, 34, 70, 79
	3^2 More Roads to Follow	(8170) 39, 45	(8170) 22, 32, 36, 39, 71, 79
	4 Ventures		(8170) 3, 11, 19, 24, 39, 65, 74

SKILL/CONCEPT	TEXT Scott-Foresman (Open Highways)	WORKBOOK	MASTERS
8170 Accent			
	4 Book 4		(8170) 75, 79, 83, 98
	5 Book 5		(8170) 23, 26, 35, 37, 60, 69

SKILL/CONCEPT	TEXT Houghton-Mifflin (Basic)	WORKBOOK	MASTERS	SKILL LESSON NOS.
8170 Accent				
	3^1 Panorama		(8170) 97	13
	3^2 Fiesta		(8170) 19, 29, 41, 45, 59	
	4 Kaleidoscope		(8170) 14, 30	

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
8170 Accent			
	3^1 Better Than Gold	(8160) 18, 30, 37	
	3^2 More Than Words	(8160) 9, 41, 138	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
8170 Accent			
	3^1 Young America - Level 9	(8170) 36, 58	
	3^2 Young America - Level 10	(8170) 4, 10, 26	

MATERIALS

KINESTHETIC
MANIPULABLES GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. Have children pronounce their first and last names, clapping softly for unaccented syllables, loudly on accented ones.

   Similar exercise using list of multi-syllabic words on board.

   Worksheet Suggestions:
   A. Identify the accent of the underlined word in each sentence.
      Ex: $\boxed{2}$ 1. The archer had a perfect score.
      Answer:
         1. per fect′
         2. per′fect

   B. Underline words with first syllable accents.
      Ex: 1. carrot 2. lantern
         3. excite

2. Develop cards with words with shifting accents.
   Ex: de sert′
       de′sert

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Have children pronounce their first and last names, clapping softly for unaccented syllables, loudly on accented ones. Similar exercise using list of multi-syllabic words on board. Worksheet Suggestions: A. Identify the accent of the underlined word in each sentence. Ex: $\boxed{2}$ 1. The archer had a perfect score. Answer: 1. per fect′ 2. per′fect B. Underline words with first syllable accents. Ex: 1. carrot 2. lantern 3. excite	1. Dictionary games: identification of accented syllable	S.F. (4)
2. Develop cards with words with shifting accents. Ex: de sert′ de′sert		

8300 Research/Reference Skills

8310 - 8319 Materials

BEHAVIORAL OBJECTIVES	MATER		
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
8311 Glossary Given a(n) (oral (written stimulus and a textbook, the student will locate the glossary and find the definition(s) for the given stimulus, responding with a(n) (oral (written response.		EDL Lab CCC-10 8300 RHRP-SP Orange #9 Yellow #9 Red #9 Blue #9	

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	EDL Lab CCC-10		8300 FS: 793 876 2217	
	8300 RHRP-SP Orange #9 Yellow #9 Red #9 Blue #9		8310 FS: 1367 Tr. VMI Using the Ency. Level 3-4 #1	

SKILL/CONCEPT	TEXT Scott-Foresman (Basic)	WORKBOOK	MASTERS
8210 Materials			
	4 Ventures		(8213) 22-23, 29-30

SKILL/CONCEPT	TEXT Scott-Foresman (Open Highways)	WORKBOOK	MASTERS
8210 Materials			
	3^1 Splendid Journey	(8211) 4, 5, 11, 26, 32	
	4 Book 4		(8213) 57; 20, 60
	5 Book 5		(8213) 21, 49; 40; 31, 66

SKILL/CONCEPT	TEXT Scott-Foresman (Systems)	WORKBOOK	MASTERS
8210 Materials			
	2^2B Level 7	(8211) 16-17, 24-25, 40-41, 46-47	(8211) 17-18, 25-26, 39-40, 44-45
	2^2E Level 8	(8211) 10-11, 32-33 (8212) 16, 27, 46	(8211) 10-11, 31-32 (8212) 16, 27, 44
	3^1B Level 9	(8210) 10-11, 46-47 (8212) 37 (8217) 37	(8210) 11-12, 46-47 (8212) 37 (8217) 37
	3^1E Level 10	(8210) 29, 40-41, 46-47 (8211) 11, 12-13 (8212) 11 (8213) 15-17, 26	(8210) 28, 39-40, 46-47 (8211) 11, 12-13 (8212) 11 (8213) 15-16, 25
	3^2B Level 11	(8210) 10-11	(8210) 7-8

SKILL/CONCEPT	TEXT Houghton-Mifflin (Basic)	WORKBOOK	MASTERS	SKILL LESSON NOS.
8210 Materials				
	2^2 Rewards		(8217)	10
	3^1 Panorama		(8211) 63, 78	
	4 Kaleidoscope	(8212) 83, 84	(8212) 45, 46 (8217) 50	

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
8210 Materials			
	3^1 Better Than Gold	(8217) 128, 132	
	3^2 More Than Words	(8217) 99, 120, 127	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)		WORKBOOK	MASTERS
8210 Materials				
	1^2	Young America - Level 6	(8213) 18	
	2^1	Young America - Level 7	(8213) 25, 42	
	2^2	Young America - Level 8	(8213) 18	
	3^1	Young America - Level 9	(8213) 7, 45	
	3^2	Young America - Level 10	(8213) 37, 55, 77	
	4	Young America - Level 11	(8211) 7 (8212) 45, 46, 80, 82, 90 (8213) 35, 38, 43, 68 (8217) 4, 14	
	5	Young America - Level 12	(8211) 11, 19, 31, 39 (8212) 6, 43, 83 (8213) 9, 22, 37, 65, 86 (8217) 82	

SKILL/CONCEPT	TEXT Readers' Digest Practice Pad	WORKBOOK	MASTERS
8210 Materials			
	4+ Reading Skill Advanced Practice Pad (8212) 90		

MATERIALS

KINESTHETIC
MANIPULABLES
GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. Using sentences each containing a word found in the reader's glossary, the student will find the meaning of the underlined word as used in the sentence by referring to the glossary.

2. Comparing glossaries. I.e., Science and Reading excerpts. What does the word compound mean in the science glossary? What does it mean in the reader's glossary?

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Using sentences each containing a word found in the reader's glossary, the student will find the meaning of the underlined word as used in the sentence by referring to the glossary.	1. Compile a glossary related to a story theme. Ex: cowboy words, circus words.	F.V. S.F.S. (9)
2. Comparing glossaries. I.e., Science and Reading excerpts. What does the word compound mean in the science glossary? What does it mean in the reader's glossary?	2. Compile glossary of content area terms.	O.H. (4)
	3. May also be required in some reports	F.V.S.SK. 3-3, 4-4, 5-4

8300 Research/Reference Skills

8310 - 8319 Materials

BEHAVIORAL OBJECTIVES	PRINT TEXTS (See Insert)	 KITS/OTHER	MATERI AUDIO TAPES/
8312 Encyclopedia - Reader's Guide Given a(n) (oral (written stimulus and an encyclopedia and/or Reader's Guide, the student will locate the specific topic and report the information for the given stimulus responding with a(n) (oral (written response.	RD pad Adv. p. 90	EDL Lab DD	

MATERIALS				
			NON-PRINT	
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
0	EDL Lab DD		FS: 425 795 1509 2221 8212(?) (T) VMI Using the Encyclopedia Level 3-4 #2, 12	

MATERIALS

KINESTHETIC

MANIPULABLES GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. Check introductory lessons on us of encyclopedia that usually accompanies set.
2. Distribute set of encyclopedia t class members. Ask questions suitable for research. Child wh has book in which answer may be found responds with alphabetical listing or volume number.
3. Have set of questions on cards pertaining to one topic. Childr go to media center to research.
4. During class discussions in any subject area, when a difference of opinion arises that can be settled by referring to encyclopedia, assign one or more children to task. Be aware of different versions depending on date of publication.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Check introductory lessons on use of encyclopedia that usually accompanies set.	1. Each child writes a question to be researched. Children exchange questions and locate answers.	F.V.
2. Distribute set of encyclopedia to class members. Ask questions suitable for research. Child who has book in which answer may be found responds with alphabetical listing or volume number.		S.F.S. (10) F.V.S.SK. 3-3, 4-4, 5-5
3. Have set of questions on cards pertaining to one topic. Children go to media center to research.		
4. During class discussions in any subject area, when a difference of opinion arises that can be settled by referring to encyclopedia, assign one or more children to task. Be aware of different versions depending on date of publication.		

8300 Research/Reference Skills

8310 - 8319 Materials

BEHAVIORAL OBJECTIVES	PRINT TEXTS (See Insert)	 KITS/OTHER	MATERI AUDIO TAPES/
8311 Atlas Charts, Diagrams, Graphs, TV and radio schedules, pictures, maps, time lines, flow charts, tables. Given any pictorial representation, the student will interpret the information with a(n) (oral (written response.	RD pad #3 p. 31, 37, 79, 80	EDL Lab CCC 5, 9, CC 10, DD 8, CCC 4 RHRP-SP Orange #9 Yellow #9 Red #9 Blue #9 R-SCIS Organisms part 1 R-SCIS Subsystems and Variables part 5 Populations part 1 Environments part 1, 2,	

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
EDL Lab CCC 5, 9, CC 10, DD 8, CCC 4			FS 352	
			Instructo - Map Reading	
RHRP-SP Orange #9 Yellow #9 Red #9 Blue #9			Ham - Map Skills #708594 Tr. VMI Using the Ency. Level 3-4 #7, 8, 9	
R-SCIS Organisms part 1				
R-SCIS Subsystems and Variables part 5 Populations part 1 Environments part 1, 2, 3, 4				

MATERIALS

MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Make up list of questions that can be answered by use of maps in Atlas. Children use index to locate maps that best answer ques
		2. Same technique used for books co charts, diagrams, graphs.
		3. Present a map and a picture of sa geographical area. Children wil compare them to list similaritie and differences.
		4. Use class statistics (ages, colo eyes, sex, etc.) to draw up grap charts, etc.
		5. See L.A. Curr. p. 26.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Make up list of questions that can be answered by use of maps in Atlas. Children use index to locate maps that best answer questions.	1. Make up maps, charts, etc. for classmates to interpret.	F.V. S.F.S.
2. Same technique used for books containing charts, diagrams, graphs.	2. Correlate with Content Area subject's use of these materials to enhance reports.	F.V.S.SK. 3-2 4-2 4-3 4-5a
3. Present a map and a picture of same geographical area. Children will compare them to list similarities and differences.	3. Construct models of geographic area using flour-salt-water mixture, clay or papier mache.	
4. Use class statistics (ages, color of eyes, sex, etc.) to draw up graphs, charts, etc.	4. Children keep own records on charts, graphs for class activities. Ex: Controlled Reader progress.	
5. See L.A. Curr. p. 26.	5. Bus and train schedules. Children must determine departure time to get on time to destination.	

8300 Research/Reference Skills

8310 - 8319 Materials

BEHAVIORAL OBJECTIVES	PRINT		MAT
	TEXTS (See Insert)	KITS/OTHER	AUD TAP
8314 Thesaurus Given a(n) (oral (written stimulus, the student will use the thesaurus to locate a synonym and antonym for the stimulus with a(n) (oral (written response.			

MATERIALS				
PRINT	KITS/OTHER	NON-PRINT		EQUIP.
		AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	

MATERIALS		
KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Discuss some overly-used words such as "nice" or "said." What other more interesting words can we use in their place? List on board. Listing other words (one at a time) have children use thesaurus to supply synonyms, antonyms, or words closely related. Discuss shades of differences in some words.
		2. Compose, with children, a rather admittedly "blah" paragraph. Duplicate for children to individually transform it into an interesting one using thesaurus as reference. Have children share.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Discuss some overly-used words such as "nice" or "said." What other more interesting words can we use in their place? List on board. Listing other words (one at a time) have children use thesaurus to supply synonyms, antonyms, or words closely related. Discuss shades of differences in some words.	1. List of 10 words. Child uses thesaurus to find synonyms and antonyms.	S.F.S. (9) F.V.S.SK. 5-2 5-3 5-5 6-2 6-3 6-5 6-7
2. Compose, with children, a rather admittedly "blah" paragraph. Duplicate for children to individually transform it into an interesting one using thesaurus as reference. Have children share.		

[illegible] Research/Reference Skills

[illegible] - 8319 Materials

BEHAVIORAL OBJECTIVES	PRINT		MATER
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
[illegible] Supplementary Books Given a(n) (oral (written topic, the student will locate the topic in X supplementary books and respond as directed.			

MATERIALS				
		NON-PRINT		
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.

MATERIALS		
KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Take class to media center for experience in locating supplementary books for suggested topics. 2. Have each child choose a "topic for study." He must write a bibliography only (no actual reading or reporti required for this).

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Take class to media center for experience in locating supplementary books for suggested topics.	1. Index cards with topic headings: Child takes a card of his choice to media center to make list of five supplementary books on topic.	
2. Have each child choose a "topic for study." He must write a bibliography only (no actual reading or reporting required for this).	2. In Content Area Subject written reports, bibliography page is required.	
	3. Keep subject index file on topics of interest to class in classroom. Have it "grow" showing children's interest and ingenuity by their subject card contributions.	

[illegible] Research/Reference Skills

8310 - 8319 Materials

	MATERI		
BEHAVIORAL OBJECTIVES	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
Newspapers/Magazines Given a(n) (oral (written stimulus and a newspaper/magazine, the student will locate its Table of Contents, Index or other resource area and use it to respond to the stimulus as directed.			

		MATERIALS		
PRINT			NON-PRINT	
		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.

MATERIALS

KINESTHETIC
MANIPULABLES GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. Have children bring in indices from local papers--compare contents.
2. Obtain large metropolitan newspaper. Compare categories listed with smaller, local papers.

3. Form small groups of three or four--each group with one newspaper. Ask questions to challenge their ability to find information. Ex: What movie is being shown at the Eric? What time does it start? Are there any apartments available in Moorestown? Where?

4. See Moorestown Language Arts Guide p. 89-102. Adapt to lower grades.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Have children bring in indices from local papers--compare contents.	1. Students check daily paper to identify major sections. Check Sunday paper.	FVSSK 4-5b
2. Obtain large metropolitan newspaper. Compare categories listed with smaller, local papers.	2. Bring in several magazines. Using table of contents, compare and contrast major categories.	
3. Form small groups of three or four--each group with one newspaper. Ask questions to challenge their ability to find information. Ex: What movie is being shown at the Eric? What time does it start? Are there any apartments available in Moorestown? Where?	3. From a list of popular magazines, students will categorize them according to types. Ex: Sports, home, general, etc.	
4. See Moorestown Language Arts Guide p. 89-102. Adapt to lower grades.	4. Children write their own newspaper. (Also magazines)	

3300 Research/Reference Skills

3312 - 3319 Materials

BEHAVIORAL OBJECTIVES	PRINT		MATERI
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
3317 Dictionary Given a(n) (oral (written stimulus and a dictionary, the student will identify the basic uses of the dictionary with a(n) (oral (written response.		EDL-CCC7	Sight What' Dicti

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	EDL-CCC7	Sight and Sound: What's in the Dictionary?	FS: 1368 1372 2219 2220 Tr. VMI Using the Ency. Level 3-4 #10, 11	

MATERIALS

KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Have children use their powers of observation to discover the many uses of the dictionary by thumbing through it. Record a poster. 2. Check table of contents. 3. Compare abridged and unabridge for variety of appended materi

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Have children use their powers of observation to discover the many uses of the dictionary by thumbing through it. Record on a poster.		F.V. S.SK. 3-3 4-4 5-4
2. Check table of contents.		S.F.P. (3,4,5,7,8)
3. Compare abridged and unabridged for variety of appended material.		O.H. (2.1, 2.2 3.1, 3.2)

8300 Research/Reference Skills

8320 - 8329 Determining Appropriate Source

BEHAVIORAL OBJECTIVES			MATERI
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
8320 Given a(n) (oral (written stimulus, the student will identify the source which most appropriately satisfies his need in a(n) (oral (written response.	See Moorestown Language Arts Guide p. 26 #2.		

ce

		MATERIALS		
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
anguage #2.				

SKILL/CONCEPT	TEXT Scott-Foresman (Basic)	WORKBOOK	MASTERS
8220 Determining Appropriate Source			
	4 Ventures		(8220) 45, 56

MATERIALS

KINESTHETIC

MANIPULABLES

GAMES/CARDS

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Supply number of sources from which to choose. State a topic. Have children identify those whose contents would cover topic.
2. Using catalog cards and a number of 3x5 cards with a topic written on each, assign individuals to identify the sources that could be used for researching the topic.
3. Children go to media center to locate materials they could use in researching a specific topic--list their findings.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Supply number of sources from which to choose. State a topic. Have children identify those whose contents would cover topic.	1. Correlate with Content Area: for individual reports;	F.V.S.SK 3-7 6-6
2. Using catalog cards and a number of 3x5 cards with a topic written on each, assign individuals to identify the sources that could be used for researching the topic.	for clarification of fact facts brought out in discussions	S.F.S. (9, 10)
3. Children go to media center to locate materials they could use in researching a specific topic--list their findings.	for verification on disputed points during class discussions	O.H. (3.1)

8300 Research/Reference Skills

8330 - 8339 Use of

BEHAVIORAL OBJECTIVES	PRINT		MATERI
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
8331 Table of Contents	RD pad #3 p. 65	EDL (Kit) CCC-2, DDD-4	
Given a(n) (oral (written stimulus and a textbook, the student will use the Table of Contents to identify the pages on which a specific topic begins and ends in a(n) (oral (written response.	RD pad Adv. p. 85, 86	RHRP-SP orange G #9 yellow #9 red #9 blue #9	

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	EDL (Kit) CCC-2, DDD-4		8330 FS #1363	
85	RHRP-SP orange G #9 yellow #9 red #9 blue #9		8330 Tr. VMI Using the Ency. Level 3-4, WS #14	

SKILL/CONCEPT	TEXT Scott-Foresman (Basic)	WORKBOOK	MASTERS
8230 Use of			
	4 Ventures		(8231) 81

SKILL/CONCEPT	TEXT Scott-Foresman (Open Highways)	WORKBOOK	MASTERS
8230 Use of			
	3^1 Splendid Journey	(8232) 4, 5	

SKILL/CONCEPT	TEXT Scott-Foresman (Systems)	WORKBOOK	MASTERS
8230 Use of			
	1^2E Level 4	(8231) 51	(8231) 47

SKILL/CONCEPT	TEXT Houghton-Mifflin (Basic)	WORKBOOK	MASTERS	SKI LES NOS
8230 Use of				
	4 Kaleidoscope	(8231) 25 (8232) 27, 28, 29, 36, 63, 103	(8231) (8232) 15, 16, 24, 42, 56	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
8230 Use of			
	2^2 Young America - Level 8	(8231) 1	
	3^1 Young America - Level 9	(8231) 1	
	3^2 Young America - Level 10	(8231) 1	
	4 Young America - Level 11	(8231) 1	
	5 Young America - Level 12	(8231) 1	

SKILL/CONCEPT	TEXT Readers' Digest Practice Pad	WORKBOOK	MASTERS
8230 Use of			
	3 Reading Skills Practice Pad 3	(8231) 65	
	Reading Skills Advanced Practice Pad	(8231) 85 (8232) 86	

MATERIALS

KINESTHETIC
MANIPULABLES
GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. Provide a sample table of conten
Use multiple choice or fill in
questions (with/without) closure
to select the answer. Ex: A st
about ghosts begins on page ____

The title of the chapter that
begins on page 12 is _____.

Story #2 begins on page ____ and
ends on page ____.

2. Locate specific information: Ho
many chapters? Identify unit ti
Is there a glossary? If so, wha
page does it begin on? etc.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Provide a sample table of contents. Use multiple choice or fill in questions (with/without) closure to select the answer. Ex: A story about ghosts begins on page ____. The title of the chapter that begins on page 12 is _____. Story #2 begins on page ____ and ends on page ____.	1. Correlate with Content Area Subjects: Make table of contents sheet for science or health or social studies reports.	F.V. S.SK p-1 1-1 2-1 3-1 4-1 5-1 6-1
2. Locate specific information: How many chapters? Identify unit titles. Is there a glossary? If so, what page does it begin on? etc.		

8300 Research/Reference Skills

8330 - 8339 Use of

BEHAVIORAL OBJECTIVES	PRINT TEXTS (See Insert)	KITS/OTHER	MATER AUDIO TAPES
8332 Index Topics and Subtopics Given a(n) (oral (written stimulus and a textbook, the student will locate the index and identify those pages which relate to the index topic or subtopic with a(n) (oral (written response.	(McM) RC-4 13 Moorestown Language Arts Guide p. 26	E.D.L. (Kit) CCC-8, DDD-8	

	MATERIALS			
PRINT			NON-PRINT	
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	E.D.L. (Kit) CCC-8, DDD-8		Tr. VMI Using the Ency. Level 3-4 #5, 6	

anguage Arts

SKILL/CONCEPT	TEXT Scott-Foresman (Basic)	WORKBOOK	MASTERS
8240 Implementation of Skills			
	2^1 Friends Old and New		(8245) 45 (8247) 30
	2^2 More Friends Old and New	(8247) 18	(8245) 33-34, 42-43 (8247) 51
	3^1 Roads to Follow		(8245) 46 (8247) 74-75
	3^2 More Roads to Follow		(8244) 34 (8245) 1, 27, 55
	4 Ventures		(8245) 25, 27, 36, 69, 72, 78-79, 81, 90 (8247) 8-9, 36, 69, 72, 78-79, 81, 90

SKILL/CONCEPT	TEXT Scott-Foresman (Open Highways)	WORKBOOK	MASTERS
8240 Implementation of Skills			
	4 Book 4		(8247) 17, 94
	5 Book 5		(8247) 50, 88

SKILL/CONCEPT	TEXT Scott-Foresman (Systems)	WORKBOOK	MASTERS
8240 Implementation of Skills			
	2^1E Level 6	(8245) 10, 16-17, 24-25, 46-47	(8245) 8, 16-17, 24-25, 46-47
	2^2B Level 7	(8245) 30-31	(8245) 30-31
	2^2E Level 8	(8245) 30-31	(8245) 29-30
	3^1B Level 9	(8245) 34-35	(8245) 34-35
	3^1E Level 10	(8245) 10, 24-25, 30-31	(8245) 8, 23-24, 29-30
	3^2B Level 11	(8245) 22-23, 26-27, 38-39, 42-43	(8245) 18, 21-22, 31-32, 34-35
	3^2E Level 12	(8245) 12-13, 26-27, 42-43	(8245) 12-13, 24, 34-35

SKILL/CONCEPT	TEXT Houghton-Mifflin	WORKBOOK	MASTERS
8240 Implementation of Skills			
	4 Kaleidoscope	(8245) 73, 89; 74, 75, 76, 90, 98	(8242) 20 (8243) 15 (8245) 44

SKILL/CONCEPT	TEXT Lippincott (Basic)	WORKBOOK	MASTERS
8240 Implementation of Skills			
	3^1 Book G		(8245) 37 (8247) 29
	3^2 Book H		(8243) 7 (8244) 34

SKILL/CONCEPT	TEXT MacMillan (Basic)	WORKBOOK	MASTERS
8240 Implementation of Skills			
	3^1 Better Than Gold	(8245) 29, 87, 121, 143	
	3^2 More Than Words	(8245) 14, 70, 73, 116, 135, 139 (8247) 55, 124	

SKILL/CONCEPT	TEXT Readers' Digest Practice Pads	WORKBOOK	MASTERS
8240 Implementation of Skills			
	3 Reading Skills Practice Pad 3	(8243) 10, 26, 32, 38, 40, 44, 45, 49, 51, 57, 60, 65, 72, 76, 80 (8244) 71, 78 (8245) 71 (8247) 78	
	4+ Reading Skills Advanced Practice Pad	(8241) 16, 18, 32, 44, 46, 45, 70, 80, 94, 96 (8242) 8, 10, 11, 12, 15, 16, 18, 22, 23, 25, 26, 27, 32, 34, 44, 46, 48, 49, 50, 51, 52, 56, 70, 81, 85, 86, 87, 88, 89, 90, 94 (8244) 80 (8245) 82, 83, 84, 92 (8247) 96 (8248) 94, 96	

SKILL/CONCEPT	TEXT Lyons & Carnahan (Basic)	WORKBOOK	MASTERS
8240 Implementation of Skills			
	3[1] Young America - Level 9	(8248) 58	
	4 Young America - Level 11	(8243) 24 (8245) 20, 48, 49, 59, 93, 96	
	5 Young America - Level 12	(8243) 43, 91 (8245) 13, 16, 59, 60, 69 (8248) 73	

MATERIALS

KINESTHETIC		
MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Give the children a topic and have them scan their index to see if the book has material on the subject. 2. Provide an excerpt of an inde and use it as a point of reference in your questions. I.e., which pages have illustration on them? Which pages have information about an igloo?

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Give the children a topic and have them scan their index to see if the book has material on the subject.	1. Newspaper is a fine source for identifying and using the index	S.F. (4)
2. Provide an excerpt of an index and use it as a point of reference in your questions. I.e., which pages have illustration on them? Which pages have information about an igloo?	2. Children make up questions to challenge classmates.	
	3. Several magazines with 3x5 card inserts containing questions relating to articles. Children use index to locate answers.	

8300 Research/Reference Skills

8330 - 8339 Use of

BEHAVIORAL OBJECTIVES			MATERI
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
8331 Cross Reference Given a(n) (oral (written stimulus and a reference source, the student will identify the cross reference(s) and the related pages with a(n) (oral (written response.	Moorestown Language Arts Guide p. 26 #1		

MATERIALS

PRINT		NON-PRINT		
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
Language p. 26 #1			Tr. VMI Using the Ency Level 3-4 #13, WS	

MATERIALS		
KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Provide an encyclopedia or excerpt of one of its pages and have the learner identify those topics which have cross references. 2. Use content area text: check index, find cross reference items. 3. Acquaint children with abbreviations used in reference books.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Provide an encyclopedia or excerpt of one of its pages and have the learner identify those topics which have cross references.	1. In categorizing books children can use this skill to facilitate usage.	
2. Use content area text: check index, find cross reference items.		
3. Acquaint children with abbreviations used in reference books.		

8400 Implementation of Study Skills

8410 - 8419 Previewing

BEHAVIORAL OBJECTIVES	PRINT TEXTS (See Insert)	KITS/OTHER	MATERI AUDIO TAPES/
8410 Previewing Given a reading selection the student will preview* the selection and respond as directed.	See Moorestown Language Arts Guide p. 26 #3	EDL Study Skill Kit CCC-6	

*Points to note in previewing selections

1. Titles
2. Subtitles
3. Visual aids and accompanying captions or explanations
4. Italicized words
5. Capitalized words
6. Numbers (dates, distances, etc.)
7. Introductory and concluding paragraphs

-- "Nutshell"

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
Language 6 #3	EDL Study Skill Kit CCC-6		8410 FS: 1510 2247 2248 2249 2250 2251 2252 Tr. VMI Using the Ency Level 3-4 #4	

MATERIALS		
MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Readers Digest Skill bookle stories are short and lend themselves to oral drill in previewing. 2. Preview selected sections i content area text. 3. Preview chapter of book-- attempt to answer end of ch questions on preview alone. 4. Preview sections of basal r 5. See L.A. Curr. - pp. 26-27.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Readers Digest Skill booklets--stories are short and lend themselves to oral drill in previewing. 2. Preview selected sections in content area text. 3. Preview chapter of book--attempt to answer end of chapter questions on preview alone. 4. Preview sections of basal reader. 5. See L.A. Curr. - pp. 26-27.	1. Correlation with Content Area: Preview chapters in texts for dates, names, places, etc.	F.V.S.SK 3-5 subtitles

8400 Implementation of Study Skills

8420 - 8429 Skimming

BEHAVIORAL OBJECTIVES			MATERI
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
8420 Skimming Given a reading selection, the student will skim the selection to obtain a general, impression of it, and give a(n) (oral (written response.		8420 RHRP-SP blue #11	

Note:

Effective skimming entails:

1. locating information by moving rapidly down the page (or pages)
2. answering general questions.
3. moving from page to page quickly in search of information.

MATERIALS				
			NON-PRINT	
PRINT		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	8420 RHRP-SP blue #11		16mm "Reading Improvement for Effective Speeds" Coronet Films (1961) (11 min)	

MATERIALS MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
			1. Have the child skim a certai page and then close the book on oral direction "stop." Child will then answer genera questions about the material has skimmed. 2. Use any filmstrip containing sentences and phrases where the speed of each frame is controlled. Children will state main idea of filmstrip 3. Skim story or selection for general idea. 4. Skim play to decide what pro might be needed if class pla to present the play. (May n some scanning.) See L.A. Cu pp. 26-27.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Have the child skim a certain page and then close the book on oral direction "stop." Child will then answer general questions about the material he has skimmed.	1. Correlate with math: have children bring in newspapers that report data on percentage or other math principles.	F.V. S.SK. p-2 1-3 2-3 3-6 4-6 4-7 5-7 5-8 6-8
2. Use any filmstrip containing sentences and phrases where the speed of each frame is controlled. Children will state main idea of filmstrip.	2. Have table containing several resource books. Give each student a topic to research. Allow him to skim through the books to find those that related to his topic. Children can list appropriate books on a form.	
3. Skim story or selection for general idea.	3. Sweep eye over television schedule and find time of a particular show.	
4. Skim play to decide what props might be needed if class planned to present the play. (May need some scanning.) See L.A. Curr. pp. 26-27.		

P. 8[illegible]

[illegible] Implementation of Study Skills

[illegible] - 843[illegible] Scanning

BEHAVIORAL OBJECTIVES	PRINT		MATERI
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
[illegible] Scanning Given a reading selection the student will scan the selection for a particular word, phrase, sentence, fact, or figure and give a(n) (oral (written response. Note: Effective scanning: "a process of quickly locating a particular word, phrase, sentence, fact, or figure within a selection" according to Nila Banton Smith in Reading Instruction for Today's Children (Prentice-Hall, 1963). Scanning helps answer directed questions quickly	RD pad #3 p. 10, 26, 32, 38, 40, 44 45, 49, 51, 57, 60, 65, 72, 76, 80		

MATERIALS				
		NON-PRINT		
PRINT		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
10, 26, 32, 38, 40, 44 1, 57, 60, 65, 72, 76, 80				

MATERIALS		
KINESTHETIC		
MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Provide a worksheet contain facts or excerpts of an ind or glossary. Give a topic question which will require student to scan for the appropriate answer. 2. Have a table containing sev resource books. Give each student a topic in which he to answer. Allow him to sk through books until he has appropriate book, then he c scan for specific answer. such and book title page an paragraph where he found an on appropriate form. 3. Use any filmstrip containin sentences and phrases (spee frame is controlled). Chil read for certain fact. Hav prepared questions.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Provide a worksheet containing facts or excerpts of an index or glossary. Give a topic or question which will require the student to scan for the appropriate answer.	1. Scan story to make a list of descriptive phrases, idioms, similes, metaphores, compound words, etc.	
2. Have a table containing several resource books. Give each student a topic in which he is to answer. Allow him to skim through books until he has appropriate book, then he can scan for specific answer. Write such and book title page and paragraph where he found answer on appropriate form.	2. Scan newspaper article for nouns; for action words; for dates.	
3. Use any filmstrip containing sentences and phrases (speed of frame is controlled). Children read for certain fact. Have prepared questions.	3. Correlate with math. Have children bring in newspapers. Skim article for large numerals--children read or record numerals.	
	4. Each child is given a question. He will scan a certain page and then close the book on oral direction "stop." Child will then answer the specific question.	

8400 Implementation of Study Skills

8440 – 8449 Note Taking

BEHAVIORAL OBJECTIVES			MATER
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
8440 Note-taking Given a reference source, the student will demonstrate his skill at note-taking by listing the main ideas contained in a specified selection			

MATERIALS				
		NON-PRINT		
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.

MATERIALS		
KINESTHETIC		
MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Student or teacher reads al the article while rest of g takes notes of article's ma points. Topics, i.e., blac spiker, snake charmers, Egy mummies, vampires, etc. 2. Learner reads article, und only the main facts. He r these facts for his notes.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Student or teacher reads aloud the article while rest of group takes notes of article's main points. Topics, i.e., black widow spiker, snake charmers, Egyptian mummies, vampires, etc.	1. Correlate with Content Area Subject: On research topic, student may use 3x5 note cards with following points in mind: 1. Topic--top of card 2. Source and page number 3. Quotation marks if needed 4. Brief--but meaningful (Note cards aid in compiling bibliography.)	
2. Learner reads article, underlines only the main facts. He restates these facts for his notes.		

[illegible] Implementation of Study Skills

8450 - 8459 Outlining

BEHAVIORAL OBJECTIVES	PRINT TEXTS (See Insert)	KITS/OTHER	MATERI AUDIO TAPES/
8450 Outlining Given a written stimulus, the student will make an outline using main headings and/or sub-headings as directed.	McM RC-4 / 24 RD pad #3 p. 71, 78 RD pad Adv. p. 82, 83, 84	EDL Kits CC 6, 9, DD-1, D-3	
		Me. New Read Skilltext Series Uncle Ben part C (main heading) 9, 15 (sub headings) 13, 2	

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	EDL Kits CC 6, 9, DD-1, D-3			
78				
, 83, 84				

e. New Read Skilltext Series
ncle Ben part C (main heading) 9, 15, 19, 21, 27, 53, 61, 66, 69
(sub headings) 13, 23, 25, 27, 69, 83

MATERIALS

KINESTHETIC
MANIPULABLES

GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. "Outline Puzzle" i.e., use a social studies chapter with b topics and subtopics. Provid outline partially completed a correlated to the given chapt Have the child complete the puzzle using his text.

2. "Outline Puzzle Bank"
Provide a list of items and a partially finished outline, i

apples	corn	beets

I. Vegetables
   A.
   B.
II. Fruits
   A.
   B.

3. Look at and discuss outlines end of articles in encycloped

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. "Outline Puzzle" i.e., use a social studies chapter with basic topics and subtopics. Provide an outline partially completed and correlated to the given chapter. Have the child complete the puzzle using his text.	1. "Find the Mistakes" A short outline containing errors. Child places an (X) or (C) on the blank next to each step of the outline.	F.V. S.SK. 4-17 5-17 6-14
2. "Outline Puzzle Bank" Provide a list of items and a partially finished outline, i.e., apples corn beets I. Vegetables A. B. II. Fruits A. B.	2. Write an event outline based on story from basic reader.	
3. Look at and discuss outlines at end of articles in encyclopedia.	3. Choose a story such as Cinderella, Three Bears, etc. Groups of children can work together to compose outline. Outlines can be written on board for evaluation by entire reading group.	
	4. Correlate content area: Have children include an outline in science, social studies or health report.	

P.

8400 Implementation of Study Skills

8460 - 8469 Writing from Outline

BEHAVIORAL OBJECTIVES	PRINT		MATER
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
8460 Writing from Outline Given an outline the student has written he will write a report based on the information contained in the outline.			

		MATERIALS		
PRINT			NON-PRINT	
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.

MATERIALS			
MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
			1. Write a summary based upon child's own outline or a teacher-prepared outline. 2. Check outlines end of articles in World Book Encyclopedia. Assign students to write a paragraph (or more) based on the information in the outline alone.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Write a summary based upon child's own outline or a teacher-prepared outline.	1. Convert previously written outlines to paragraph or story form.	
2. Check outlines end of articles in World Book Encyclopedia. Assign students to write a paragraph (or more) based on the information in the outline alone.		

8400 Implementation of Study Skills

8470 - 8479 Summarizing

	MATERI		
BEHAVIORAL OBJECTIVES	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
8470 Summarizing	RD pad #3 p. 78	EDL Kit DD-10, D-5	
Given a reading selection, the student will write a summary identifying its main thoughts of concepts	RD pad #3 p. 78	RHRP-SP orange #10 red #10 yellow #10 blue #10	
		Me. New Read Skilltext Series Uncle Ben p. 5, 7, 11, 25, 31, 33, 35, 37, 47, 51, 57, 63, 65, 71, 73, 75, 79 (part C) Uncle Funny Bunny p. 7, 9, 11, 23, 29, 43, 45, 47, 55, 57, 61, 65, 75, 77, 81, 83, 85 (part C)	

MATERIALS

	PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
8		EDL Kit DD-10, D-5		FS #734 Summarizing	
8		RHRP-SP orange #10 red #10 yellow #10 blue #10			
	Me. New Read Skilltext Series Uncle Ben p. 5, 7, 11, 25, 31, 33, 35, 37, 47, 51, 57, 63, 65, 71, 73, 75, 79 (part C) Uncle Funny Bunny p. 7, 9, 11, 23, 29, 43, 45, 47, 55, 57, 61, 65, 75, 77, 81, 83, 85 (part C)				

MATERIALS KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Student listens and takes notes while an article is read to him. He uses his notes to write a summary of the article. 2. Present a short paragraph in which key words of mai thoughts and details are underlined. Student will write a one-sentence summ using underlined words. 3. Children should be taught to "footnote" any materia that is quoted directly. Teach this very early in elementary grades.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Student listens and takes notes while an article is read to him. He uses his notes to write a summary of the article.	1. Student reads an article and from his notes he can summarize the article.	F.V. S.SK 2-10 4-15 4-16
2. Present a short paragraph in which key words of main thoughts and details are underlined. Student will write a one-sentence summary using underlined words.	2. Draw a cartoon strip showing the sequence of events of a given article.	5-13 6-13
3. Children should be taught to "footnote" any material that is quoted directly. Teach this very early in elementary grades.	3. Student underlines main thoughts in a newspaper article and then writes a summary.	
	4. Research reports can be stressed using summary technique as well as footnoting. See: Moorestown Language Arts Guide p. 22.	

8400 Implementation of Study Skills

8480 - 8489 Proof-reading

BEHAVIORAL OBJECTIVES			MATERI
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
8480 Proofreading Given a written selection containing purposeful errors, the student will proofread the selection and correct the errors found.			

		MATERIALS		
PRINT			NON-PRINT	
	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.

MATERIALS

MANIPULABLES	KINESTHETIC	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
			1. "Correct the Teacher" Teacher-prepared overhead transparency of an article or paragraph containing errors. 2. Worksheet of errors. Who can find and correct the most errors. (You may or may not state the total number of errors ahead of their corrections.) I.e., Can you find the 10 errors? 3. Help children become aware at all times--not just during planned lesson. Occasionally, when writing at the board, make a deliberate error--children will get used to idea you're testing them and always be alert. It becomes a game.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. "Correct the Teacher" Teacher-prepared overhead transparency of an article or paragraph containing errors.	1. Student chooses own partner. Each child writes a paragraph on preferred topic--making deliberate (and some not deliberate) errors. Exchanges with partner for detection of errors. (May write number of errors to look for at top of page.)	
2. Worksheet of errors. Who can find and correct the most errors. (You may or may not state the total number of errors ahead of their corrections.) I.e., Can you find the 10 errors?	2. Children are given stories that they wrote earlier in the school year. They now proofread them and in third grade might transfer them into cursive writing.	
3. Help children become aware at all times--not just during planned lesson. Occasionally, when writing at the board, make a deliberate error--children will get used to idea you're testing them and always be alert. It becomes a game.		

8500 Library Skills

8510 - 8519 . Dewey-Decimal System

BEHAVIORAL OBJECTIVES			MATER
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
8510 Given a list of topics, the student will identify their number placement according to the Dewey Decimal System	RD pad Adv. 87, 88; see Moorestown Language Arts Guide p. 27.		
8300: Resource student-study packet on all library skills: R. Sutherland, Lenola and South Valley Schools.			

		MATERIALS		
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
			8510 FS: 1310	
own			1311	
uide			1312	
			1313	
			1505	
			1506	
			FS/R:	
			1082	
			1083	
			1084	
			1085	
			8510 FS:	
			126	
			1362	
			2218	

MATERIALS		
KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Worksheet giving numbers of the general categories for each subject and giving titles of books so children can place the Dewey number beside the title. I.e., 400 Language 500 Science 600 Useful Arts (Medicine) 600 Women Gain a Place in Medicine by Edyth Lutzker 2. See L. A. Curr. - p. 27.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Worksheet giving numbers of the general categories for each subject and giving titles of books so children can place the Dewey number beside the title. I.e., 400 Language 500 Science 600 Useful Arts (Medicine) 600 Women Gain a Place in Medicine by Edyth Lutzker	1. With librarian's okay, place several books on a table and children will replace them on the shelf accordingly. May state on paper first.	
2. See L. A. Curr. - p. 27.		

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[illegible] Library Skills

8520 - 8529 Card Catalog

BEHAVIORAL OBJECTIVES			MATE
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDI TAPE
8520 Given a list of questions about a book or books, the student will consult the card catalog and answer the given questions with a(n) (oral (written response.	RD pad Adv. 88, 89		

		MATERIALS		
PRINT			NON-PRINT	
		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
89			FS: 100 1362 1508 2222	

SKILL/CONCEPT	TEXT Readers' Digest Practice Pads	WORKBOOK	MASTERS
8300 Library Skills			
	4+ Readers' Digest Advanced Practice Pad	(8310) 87-90 (8320) 88, 89 (8340) 88, 89	

SKILL/CONCEPT	TEXT Scott-Foresman (Systems)	WORKBOOK	MASTERS
8300 Library Skills			
	3^1B Level 9	(8320) 40	(8320) 40

MATERIALS

KINESTHETIC
MANIPULABLES GAMES/CARDS

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Worksheet with a sample card. Children identify the parts of the card. I.e.:

   1.→ 654
   2.→ Lutzker, Edythe

   1. Dewey number
   2. Name of author, last name first.

2. Worksheet containing several sample cards found in card catalog. Make up questions pertaining to these cards.

3. Make up lists of books for children to locate in card catalog.

4. See Lang. Arts Curr. - p. 24-

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Worksheet with a sample card. Children identify the parts of the card. I.e.: 1. → 654 2. → Lutzker, Edythe 1. Dewey number 2. Name of author, last name first.	1. Give child a topic, have him list all books that are applicable using the card catalog.	S.F.S. (10) F.V.S.SK 6-4
2. Worksheet containing several sample cards found in card catalog. Make up questions pertaining to these cards.	2. Using books in classroom library, have children make up a classroom card catalog.	
3. Make up lists of books for children to locate in card catalog.	3. For content area subjects, encourage children to use card catalog to expedite research projects.	
4. See Lang. Arts Curr. - p. 24-25		

P. [illegible]

[illegible] Library Skills

[illegible] - 8539 Spinal Label

BEHAVIORAL OBJECTIVES			MATERI
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
[illegible] Given X books, the student will use the information supplied on the spinal labels and respond as directed.			
[illegible] All 1. Library skill: librarian resource staff 2. See Mrs. Sutherland's, Lenola and South Valley, Individual Student Learning Packets--Library Skills 3. See Moorestown Language Arts Guide p. 23-25			

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
			Tr. VMI Using the Encyc. Level 3-4 #3	

MATERIALS		
KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Worksheet of varied questions, i.e., Is the illustrator found on the spinal label? etc.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Worksheet of varied questions, i.e., Is the illustrator found on the spinal label? etc.		

[illegible] Library Skills

8540 - 8549 Title Page

BEHAVIORAL OBJECTIVES	MATERI		
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES/
8548 Given a(n) (oral (written stimulus, the student will identify the information on the title page with a(n) (oral (written response.		EDL Kit CCC-1, 3	

		MATERIALS		
			NON-PRINT	
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	EDL Kit CCC-1, 3			

MATERIALS		
KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Provide an array of texts. Have children locate the title page of each book. 2. Distribute facsimile of title page--children answer questions: Who wrote the book? Where is copyright date located? etc.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Provide an array of texts. Have children locate the title page of each book.	1. Suitable for L.C. Student can design his own title page for a book that he supposedly wrote.	
2. Distribute facsimile of title page--children answer questions: Who wrote the book? Where is copyright date located? etc.	2. Members of student committee design their own title page for one specific book. Committee then chooses the most attractive one. Careful standards for information necessary on title page must be observed.	
	3. A panel of student judges scan several library books to choose the one with most attractive title page. State reasons for choice.	

8500 Library Skills

8550 - 8559 Title and Author

	PRINT		MATERI
BEHAVIORAL OBJECTIVES	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
[illegible] Given X books, the student will identify the title and author of each book as directed giving a(n) (oral (written response.		EDL Kit CCC-1	

MATERIALS				
PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
	EDL Kit CCC-1			

MATERIALS

KINESTHETIC
MANIPULABLES

GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. The students should be able to find title and author for the purpose of recalling facts or interesting anecdotes in a given text.

2. Major skill, however, is student's ability to locate a given book by either author or title in the catalogue file and later to find book on a library or bookstore shelf.

3. Teacher makes 3x5 sample title cards for the purpose of having children locate a given text by title.

4. Teacher makes 3x5 samples of author cards and files them alphabetically. Child will find specific book and/or locate specific author and list his works.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. The students should be able to find title and author for the purpose of recalling facts or interesting anecdotes in a given text.	1. Library usage of title cards for the purpose of finding a specific book to be used for a research project.	
2. Major skill, however, is student's ability to locate a given book by either author or title in the catalogue file and later to find book on a library or bookstore shelf.	2. Given the name of an author only, children will locate the various books he wrote--list them.	
3. Teacher makes 3x5 sample title cards for the purpose of having children locate a given text by title.	3. After writing a summary of several books (fairy tales, tall tales, folklore, biography, or other), student will list the author and title of each book.	
4. Teacher makes 3x5 samples of author cards and files them alphabetically. Child will find specific book and/or locate specific author and list his works.	4. Children will work in committee to catalogue books in class by contructing an author and title file.	

[illegible]

[illegible]

[illegible] - 7560 Illustrator and Style and Purpose

BEHAVIORAL OBJECTIVES			MATER
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
[illegible] Given X books, the student will identify the illustrator and style and purpose of each book as directed giving a(n) (oral (written response.			
Also: Illustrator of films, filmstrips, TV shows, comics, etc.			

rpose

		MATERIALS		
PRINT			NON-PRINT	
		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.

MATERIALS

MANIPULABLES	KINESTHETIC GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Present three or four slides of a given filmstrip such as Paul Bunyan. Show ano filmstrip on same folk tale. Let childr identify the illustrator who best portra the story according to their tastes. Tea might draw attention to the fact that il trations serve as motivators, mood sette 2. Several illustrations of the same event presented. Children choose their favori give reasons--many may include: the pic makes me happy, sad, etc.; reminds me of 3. Discuss unique styles of some illustrato 4. Present several illustrations of popular tales. Ask children to pick favorite illustrator. 5. Teach children to find name of illustrat on comic strips, TV commercial and drama political or other cartoon.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
Present three or four slides of a given filmstrip such as Paul Bunyan. Show another filmstrip on same folk tale. Let children identify the illustrator who best portrays the story according to their tastes. Teacher might draw attention to the fact that illustrations serve as motivators, mood setters, etc.	1. All excellent for L.C. Children identify favorite comic and attempt to draw a comic strip in the style of his favorite illustrator.	
Several illustrations of the same event might be presented. Children choose their favorite and give reasons--many may include: the picture makes me happy, sad, etc.; reminds me of	2. Children will collect various cartoons and make a scrap book by illustrators.	
Discuss unique styles of some illustrators.	△ 3. Children attempt to detect political stand of cartoonist by his political illustrations.	
Present several illustrations of popular folk tales. Ask children to pick favorite illustrator.		
Teach children to find name of illustrator on comic strips, TV commercial and drama, political or other cartoon.		

Recreational Reading

7

BEHAVIORAL OBJECTIVES

MATER

PRINT

BEHAVIORAL OBJECTIVES	TEXTS (See Insert)	KITS/OTHER	XAUDIOX TAPEX
Given a relaxed and positive environment the student will daily engage in free and enjoyable reading experiences.	(EAT) McM Reading Time Books pp. 3-2 (EAT) McM Bank Street, The Bank Unit Readers pp.-2 (EAT) Garrard: Ventures Grade 1:1-4; Grade 2:1-4 (EAT) Web, Skyline Series, Out Jumped Abraham; Watch Out for C; The Hidden Lookout; Who Cares (EAT) pp-5, B. Sailor Jack Series; Space Age Books, Dan Frontier; Tommy O'Toole Books; World of Adventure; Easy to Read Books; Cowboy Sam Series (EAT) H.W.- Morgan Bay Series, Deep Sea Adv. Series (EAT) △ Web-McM-Webster Every Reader FER - Jim Forest Series J - Ebony Jr Mag. (Skills - see Tc.Ed.) SFS - Teachers Read Aloud Library Level 1, 2, 3 (EAT) Web - Read for Fun Series (EAT) F - Paperback Story Books (EAT) Sc - Paperback Series, Scholastic Book Box (EAT) Fol. - Ad. in Space Series N - Yearly Reading Center Level 3, 4, 5		

MATERIALS

KITS/OTHER

PRINT

~~KITS/OTHER~~

~~AUDIO~~
~~TAPES/RECORDS~~

~~NON-PRINT~~
~~VISUAL~~
~~FILMSTRIPS/LOOPS/TRANSP.~~

~~EQUIP.~~

me Books pp. 3-2
t, The Bank Unit Readers pp.-2
es Grade 1:1-4; Grade 2:1-4
eries, Out Jumped Abraham;
C; The Hidden Lookout; Who Cares
r Jack Series; Space Age Books,
Tommy O'Toole Books; World of
y to Read Books; Cowboy Sam Series
ay Series, Deep Sea Adv. Series
ster Every Reader
ies
kills - see Tc.Ed.)
Aloud Library Level 1, 2, 3
Fun Series
Story Books
Series, Scholastic Book Box
Space Series
enter Level 3, 4, 5

(EAT) ABC Reading Round Table 5 Books ea.
Gold - PP
Silver - Primer
Orange - Lev. 1
Green - Lev. 2
Blue - Lev. 3
Brown - Lev. 4
Red - Lev. 5
Gray - Lev. 6

Pren. One-to-One
RH - Carousel Book Kit 1-A, 1-B, 1-C
B - House of Challenge Reading Kit
House of Mystery Reading Kit
SC - Kit Scholastic Reading - Reaching
Higher, Reaching Up, Reaching Forwar
H - Owlet Kit Level 2, 3, 4

~~MATERIALS~~ AUDIO
FILMSTRIP - TAPES/RECORDS
~~KINESTHETIC~~
~~MANIPULABLES~~ ~~GAMES/CARDS~~

(EAT) F/S, Cassettes, Books
Reading Incentive Series

Dou - Prime - O-Tec #1, 2

EMC - Sports Close-ups

H - Bill Martin's Instant Readers Levels 1, 2, 3

Ss - Sesame Street Book and Read

FEF - The Leonard Series

RH - Sight and Sound Series

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. To encourage reading, teacher might help children make interesting bulletin board based on children's reading.
2. Children can be encouraged to attend "book-talks" given by the free library.
3. Utilize services of school librarian to highlight interesting books.
4. Invite authors and illustrators of books to classroom.
5. Arrange for book-fairs by asking youngst to bring favorite books to classroom exh table.
6. Check Moorestown Language Arts Curriculu for creative book review methods, p. 89. Also SSR p. 87. Have reading carpet, rocker, easy-chair available. Set a period of time for sustained silent reading. (See L.A. Curr. pp. 87-88)

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
encourage reading, teacher might help ldren make interesting bulletin boards ed on children's reading.	1. Children may display dioramas, dress up dolls, etc., to promote sharing reading enjoyment with their peers.	F.V. Comp. 1-13 2-9 4-7 5-6 6-9
ldren can be encouraged to attend ok-talks" given by the free library.		
lize services of school librarian to hlight interesting books.	2. Children may read to peers or younger children favorite literature.	
ite authors and illustrators of books classroom.	3. Arrange with teacher of lower grades for set periods when your children may visit to read aloud to group.	
ange for book-fairs by asking youngsters bring favorite books to classroom exhibit le.		
ck Moorestown Language Arts Curriculum creative book review methods, p. 89. SSR p. 87. Have reading carpet, ker, easy-chair available. Set a iod of time for sustained silent ding. (See L.A. Curr. pp. 87-88)		

10.200 Literature Appreciation

BEHAVIORAL OBJECTIVES	MATE		
	PRINT		
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
10,[illegible] Given the opportunity to sample various literature selections, the student will develop aesthetic tastes by selecting stories and poems of literary worth.	See Moorestown Language Arts Guide p. 28-32		

MATERIALS				
PRINT		NON-PRINT		
		AUDIO	VISUAL	
	KITS/OTHER	TAPES/RECORDS	FILMSTRIPS/LOOPS/TRANSP.	EQUIP.
stown Language e p. 28-32				

SKILL/CONCEPT	TEXT Scott-Foresman (Systems)	WORKBOOK	MASTERS
10000 Literature Appreciation	3^2E Level 12	(10000) 39	

MATERIALS

MANIPULABLES

KINESTHETIC

GAMES/CARDS

SUGGESTED TEACHING
AND LEARNING ACTIVITIES

1. Introduce children to Newberry Award and Caldacott Award winners. Arrange for the librarian to give book talks.

2. Read from poetry and prose daily to your class.

3. Allow children to contribute their favorite poems for a bulletin board.

4. Show filmstrips, movies to encourage reading worthwhile literature.

5. List TV time and channel that carries movies of worthy literature or story of their author in order to serve as reading motivator.

6. Parents can be encouraged to read great literature.

7. Paraprofessionals and volunteers can start "book-clubs."

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
ntroduce children to Newberry Award and aldacott Award winners. Arrange for the ibrarian to give book talks. ead from poetry and prose daily to your lass. llow children to contribute their avorite poems for a bulletin board. how filmstrips, movies to encourage eading worthwhile literature. ist TV time and channel that carries ovies of worthy literature or story f their author in order to serve as eading motivator. arents can be encouraged to read great iterature. araprofessionals and volunteers can tart "book-clubs."	1. Children will illustrate or make dioramas of favorite setting in literature to encourage others to read. 2. Dramatize books and poetry. 3. Students listen to voice and words of specific character (can be produced by children) and guess the character and the book or poem from which it came. 4. Children will read books of great literature viewed and report differences or evaluate whether the book or film appealed more. 5. Slower student will be reading simplified versions of great literature. Comic books when appropriate.	F.V.S.SK. 4-11 Classifying stories and poems.

11,000 Content Area Application

BEHAVIORAL OBJECTIVES	PRINT		MATER
	TEXTS (See Insert)	KITS/OTHER	AUDIO TAPES
11.000 Having established an independent reading level, the student will continue to learn and apply reading-study skills in all content area subjects.	Resource Texts: Ed Ser - Art-Create Kdg Launch SS - Spark Math - Plus Drama - Stage Spice - LA Sci - Probe Rem Read - Rescu Voc - Anchor Bl St - Pride		

Specialized Content Area Study Skill: Concept-Process formation:

A. Social Studies:
Special Vocabulary
Cause and effect (geography, economics)
Drawing Conclusions
Predicting Outcome
Reading Charts and Graphs
Judging Fact from Fiction
Verification - fact or opinion
Previewing
Recognizing Propaganda
Main Idea Related Detail
Time, Space and Sequence Relationships

B. Science:
Categorizing - Classifying
Observing and reporting of data
Explaining and following Procedures, Sequence, Detail
Reading and Following Directions
Problem Solving
Organizing Factual Information
Stating, Accepting and/or Rejecting Hypot
Cumulative Cause and Effect

MATERIALS

PRINT	KITS/OTHER	AUDIO TAPES/RECORDS	NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.	EQUIP.

ate
nch
ark
Plus
Stage
LA
robe
d - Rescu
nchor
Pride

s formation:

nce:
gorizing - Classifying
rving and reporting of data
aining and following Procedures,
equence, Detail
ing and Following Directions
lem Solving
nizing Factual Information
ing, Accepting and/or Rejecting Hypothesis
lative Cause and Effect

C. Math:
Problem Solving
Sequence, build-on concepts
Key Words
Interpretation
Drawing Conclusion
Weighted Concepts
Critical Evaluation, Logical Deducations,
Abstractions
Relationships - Time, Space
Sequence

MATERIALS

KINESTHETIC MANIPULABLES	GAMES/CARDS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1. Make social study and science readin available on independent level.
		2. Children of lower reading level coul read related material--check with librarian or reading teachers.
		3. Skills mentioned throughout this gui should be practiced in content area wherever possible. Add your favorit content area skill practice to this guide.
D. Music Left to right sequence Pronunciation (syllabication, timing, pitch) Word analysis (context, rhyming)	E. Art Follow direction exercises Interpretation skills Mood Emotional reaction Sensory images	4. Bright students should be encourage to read many biographies and autobiographies of the life and times o individuals mentioned in social stu and science materials. Encourage th use free library as well as school
		5. See Moorestown Language Arts Curric Guide for suggestions on reading as ments in content area pp. 91-97.

All other content area disciplines use the above skills.

SUGGESTED TEACHING AND LEARNING ACTIVITIES	STUDENT ACTIVITIES	MASTERY CHECK
1. Make social study and science reading available on independent level.	1. Students who have talent in specific content area might contribute "tidbits" to a Did You Know Learning Center for slower students. Student can print a short paragraph reporting exciting discoveries so that their peers can read and appreciate them.	
2. Children of lower reading level could read related material--check with librarian or reading teachers.		
3. Skills mentioned throughout this guide should be practiced in content area wherever possible. Add your favorite content area skill practice to this guide.		
. Bright students should be encouraged to read many biographies and autobiographies of the life and times of individuals mentioned in social studies and science materials. Encourage them to use free library as well as school library.		
. See Moorestown Language Arts Curriculum Guide for suggestions on reading assignments in content area pp. 91-97.		

[illegible] Skills in Review

Literal, Interpretive, and Critical Comprehension

			MATERI
BEHAVIORAL OBJECTIVES	~~PRINT~~ TEXTS (See Insert)	~~KITS/OTHER~~	~~AUDIO~~ ~~TAPES~~
Given a(n) (pictorial (oral (written comprehension task, students will give a(n) (oral (written (manipulable response.	EAT (E.C.) Keys to Indep. skill highlights in Reading Series. Sample pages: 3º Along New Ways 7041 p. 6, 27, 37, 64, 85, 103 7037 p. 21, 92, 109 7420 p. 32, 59 7151 p. 53 3rd Wide Doors Open 7033 p. 28, 127 7041 p. 17, 40, 69, 112, 83 7037 p. 56, 90 7420 p. 6, 50, 106 4th Tales to Enjoy 7037 p. 11, 18, 26, 36 7041 p. 11, 26 7120 p. 11, 46, 48 7141 p. 12, 18 7171 p. 18, 26, 37 7163 p. 11, 18, 26 7210 p. 11, 18, 26, 36 7240 p. 11, 18, 36 5th Stories to Treasure 6th Into Wide Words EAT (F.E.P.) Alphabet Soup Baker's Dozen Crackerjacks Drumbeats Elbowroom See Scope and Sequence(T.ED.)	EAT R.D. Reading Skill Bl EAT Web: NPR Levels A-E Skills: 7160 B, C All lesson #2; 7015-16 A-E All lesson #6 7036 A-C All lessons #3, 7041 Level A-B All lesson 7043 Level A-E All lesson 7045 D, E All lesson #3 EAT Web: Reading for Conc 7041 Quest. #1 7016 Quest. #2, 8 7045 Quest. #3 7161 Quest. #4 7420 Quest. #5 7037 Quest. #6 7012 Quest. #7	

MATERIALS

~~PRINT~~	~~KITS/OTHER~~	~~AUDIO TAPES/RECORDS~~	~~NON-PRINT VISUAL FILMSTRIPS/LOOPS/TRANSP.~~	~~EQUIP.~~
skill	EAT R.D. Reading Skill Bld. pp-6			
eries.	EAT Web: NPK Levels A-E			
	Skills:			
	7160 B, C All lesson #2; D; E #1			
103	7015-16 A-E All lesson #6			
	7036 A-C All lessons #3, D, E #2			
	7041 Level A-B All lessons #1, 2; C #1			
	7043 Level A-E All lessons #4, 5			
	7045 D, E All lesson #3			
3	EAT Web: Reading for Concepts Book A, B All lessons			
	[illegible]41 Quest. #1			
	7016 Quest. #2, 8			
	7045 Quest. #3			
	7161 Quest. #4			
	7420 Quest. #5			
	7037 Quest. #6			
	7012 Quest. #7			

D.)

MATERIALS

MANIPULABLES	KINESTHETIC	GAMES/CARDS	KITS/OTHER ~~SUGGESTED TEACHING AND LEARNING ACTIVITIES~~
			RHRP Bookcards Orange Red Yellow Blue SRA Kits - use manual for skills 1a, 1b, 1c, IIa Reach Search Launch Challenge

KITS/OTHER ~~SUGGESTED TEACHING AND LEARNING ACTIVITIES~~	AUDIO - TAPES/RECORDS ~~STUDENT ACTIVITIES~~	MASTERY CHECK
RHRP Bookcards Orange Red Yellow Blue	RD Audio Lesson 1-4	
SRA Kits - use manual for skills 1a, 1b, 1c, IIa		
Reach Search Launch Challenge		

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  - Relat
  - Relat
  - Senso
  - Seque
  - Verif
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  - Recog
- Rate and c
  - Contr
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  - Tachis

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